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ABSTRACT

The Bronx Educational Services (BES) was funded by the National Institute for Literacy to conduct activities to meet the following three objectives: (1) to develop and implement an evaluation to assess whether BES students improve their reading skills to a statistically significant degree as measured by the Test of Adult Basic Education (TABE); (2) to develop and implement an evaluation of the impact on participants of the BES National Training Center for Literacy Teachers (NTC); and (3) to provide follow-up consultation in two states in which BES has provided significant training in order to ensure major impact of their literacy delivery systems. In order to meet the first objective, BES attempted to gauge student gains through standardized tests, but found that the most recent student gains could not be compared with the original sample because the TABE had been changed. However, BES will continue to pursue grade-level as well as more state-of-the art evaluation of students. Self-evaluations returned by teacher participants in the BES NTC (second objective) were consistently positive; teachers especially liked the immersion process and the way the programs were conducted. The NTC has increased its staff, developed two new workshops that fill in the gaps in the immersion model of training, produced a publicity video and begun work on a training video, and added a prominent educator to its advisory committee. In order to meet the third objective, BES conducted comprehensive training in Ohio and California and learned how to deal with the different educational structures in the two states. (Six appendixes, which make up two-thirds of this document, contain evaluation reports to meet the three objectives and an independent evaluator's report.) (KC)

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BRONX EDUCATIONAL SERVICES

ED 372 300

BES National Training Center for Literacy Teachers

Final Report

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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The National Institute for Literacy funded Bronx Educational Services (BES) to conduct activities to meet the following three objectives:

1) To develop and implement an evaluation to assess whether BES students improve their reading skills to a statistically significant degree as measured by the Test of Adult Basic Education (TABE).

2) To develop and implement an evaluation of the impact on participants of the BES National Training Center for Literacy Teachers (NTC).

3) To provide follow-up consultation in two states in which BES has provided significant training in order to assure major impact of their literacy delivery systems.

BES will discuss the implementation and evaluation activities for each objective separately.

Objective #1

To develop and implement an evaluation to assess whether BES students improve their reading skills to a statistically significant degree as measured by the Test of Adult Basic Education (TABE).

In 1985 the BES' group instructional model was declared exemplary by the U. S. Department of Education. This validation allowed it to become part of the National Diffusion Network (NDN), a federally funded dissemination system that enables other educational institutions to receive training and implement model programs. Since 1986, more than 2,000 literacy practitioners from nearly 300 programs have been trained in the BES model.

In order to remain in the NDN, BES must be "revalidated" as a model program by implementing an evaluation design similar to the one that took place in 1985. To replicate the original study BES pretested its students by administering the TABE test within the first 12 hours of instruction. They were then post tested upon reaching 100 hours of instruction. Though tests were administered by BES teachers, no teacher tested the students in her class. The tests were scored by a research assistant who is on staff at BES. She also kept the pre and post test logs. All work was supervised by the NIFL Project Director and an independent evaluator.

As is discussed in Appendix A (Independent Evaluator's Report pp. 2-5), the most recent student gains could not be compared with the original sample because the 1987 version of the TABE is significantly different that the 1976 version (which was used in the original validation study). BES must now administer the "old" version in order to replicate the 1985 study. In addition, the Slosson Oral Reading Test is being piloted in the 1992-93 year to examine whether it produces significant data.

Even if the results had been similar to the original study, BES would still look for other methods to gauge student progress. Measuring growth by using grade equivalents is no longer state-of-the-art practice.

Though BES will attempt to receive revalidation through the NDN because it enables hundreds of literacy programs throughout the country to receive exemplary training, it questions the whole notion of "model programs." Education is a dynamic process. BES' instructional program has evolved dramatically since it received validation. What was state-of-the-art one year can be obsolete three years later. Therefore, BES will not solely look for other tests to measure grade equivalent gains. The program will explore creating an evaluation design to assess student's literacy skills in a process oriented manner which will include measuring students' writing proficiency and critical thinking skills. BES expects to receive revalidation in 1995.

Objective #2

To develop and implement an evaluation of the impact on participants of the BES National Training Center for Literacy Teachers (NTC).

Through its National Training Center for Literacy Teachers (NTC), BES has developed a unique model for training teachers. Theory and practice meet in five-day institutes, held on-site at the program, where literacy practitioners are **immersed** in all aspects of the program through a blend of workshops, classroom observations and staff and students meetings. This past year, 37 literacy teachers and administrators from 16 states attended two NTC Institutes, raising the total since 1991 to 139 participants from 29 states. The following are some comments made by some 1993 NTC participants.

> *I worked with my group the day after returning from BES and what we discussed and planned increased their motivation...I can't say enough about what BES had done for me and my program. The sky is the limit!* (Teacher, Louisiana)

> *I feel that I've got all the information I needed to start experimenting with theme-based teaching. The combination of theory and observation was perfect. Talking with students and sitting in on meetings made me understand how to start student organizing.* (Small groups coordinator/teacher, California)

> *Going to classrooms in the morning and then the workshops in the afternoon has been a really helpful combination here. We get to see what's going on in the classrooms, we get to understand how these things are being used, and then we get to reflect on how we might use these techniques in our own schools.* (Teacher, Wisconsin)

The year was particularly successful because BES:

- Strengthened the infrastructure of the NTC by adding full-time staff. In addition to the Director, the staff includes an administrative assistant, a staff development coordinator, and a research assistant.

- Developed two new workshops which have filled in some previous gaps in the immersion model of training.

- Created materials such as lesson plan summaries and instructional manuals to help programs implement BES techniques.

- Produced a publicity video for the NTC and began work on a training video.

- Added a prominent educator from Michigan to the NTC advisory committee.

The NTC has begun to develop a strong national reputation. Proof of this is there were over 50 applicants to fill the 37 available slots.

In order to prepare the BES teaching staff for the NTC participants, the staff development coordinator worked with them to develop workshops and to prepare lesson plan summaries and thematic packets. Therefore, participants knew what know what they would be seeing in the particular classes they chose. Upon completion of the five-day institute, all participants were given an evaluation form to assess the NTC.

Based upon the results, the March 1993 NTC had a very positive impact on participants. The majority of the participants thought the NTC's goals and objectives had been achieved. The Institute was relevant to the needs of literacy practitioners, especially in initiating and improving group instruction and generating theme-based instruction. Most participants also felt that the workshops were very valuable. Again, the highest percentages corresponded to those workshops on enhancing group instruction and theme-based teaching. In addition, the survey showed that a high percentage of participants either had implemented or planned to implement most of the BES instructional techniques presented during the training. For an in depth analysis of the evaluation survey please see Appendix B.

BES has yet to conduct follow-up evaluations on the 30 literacy practitioners of the March 1993 Institute. In February, 1994 (after they have been given almost a year to implement the BES model), participants will be sent an impact survey, which will be followed up with a phone interview.

The NIFL grant enabled BES to provide follow-up evaluations to the participants of the previous four NTC institutes. Eighty nine surveys were sent--36 completed forms have been returned to BES. Nine participants left the literacy field. In addition, several practitioners left their programs and have changed addresses. However, BES was disappointed in the return rate of completed forms. The research assistant, who prepared the evaluation forms and conducted the phone surveys, called all whom were sent forms within three weeks of having sent them. In many cases she made second phone calls to "strongly encourage" people to return the surveys. Many whom answered in the affirmative, never returned them.

There are several reasons for the low return rate. 1) In some cases, BES waited too long send a survey. 2) Some of the questions were ambiguous. 3) The earlier institutes were not as well organized as those of 1993. Because of these problems, BES is sending the impact survey within a year after attending an institute. The questions have also been modified. Furthermore, the

research assistant is periodically "keeping in touch" with the participants by phone. Please see Appendix C--Follow-up Evaluation Form Report.

Even with these problems, one of the most exciting aspects of the NTC, however, has been the emergence of an ongoing practitioner network. BES is implementing a research design developed by an outside evaluator to assess the impact the NTC is having on the programs of past participants. One of the purposes of collecting evaluation data is to determine programs and practitioners who will become part of a national network. Once they are identified, phone interviews are conducted to ascertain their needs and concerns, as well as to discuss and share future projects and plans.

It is important to note, BES is developing criteria to identify which programs: 1) are ready to belong to a national network of literacy practitioners who practice non-traditional group instruction; 2) need further technical assistance before they can be included in the network; and 3) will probably not be part of the network.

The programs in the first two categories are implementing many of the instructional/philosophical features stressed at the NTC, such as group instruction, learner-generated curriculum, learner decision-making processes, and innovative, non-traditional approaches towards literacy. They have also demonstrated an excitement about creating a network and have administrative and teaching staff willing to collaborate with BES.

Continuing to build a national network of literacy practitioners is one of the primary goals of the NTC in 1993-94. This will affect the way recruitment for the next two NTC Institutes is conducted. For example, BES has always attempted to identify classroom teachers or tutors to attend the NTC. However, teachers and volunteer tutors cannot often effect organizational change because they are not in decision-making capacities. However, when literacy program directors or staff trainers have attended the NTC, they have been able to implement change immediately after attending an Institute. Therefore, this burgeoning network will continue to grow only if BES can recruit a well-balanced mix of teachers, trainers and administrators. For an outline of programs that are currently part of the network, see Appendix D--"Follow-Up Phone Evaluation Form."

Objective #3

To provide follow-up consultation in two states in which BES has provided significant training in order to assure major impact of their literacy delivery systems.

When BES received NIFL funds to provide TA to literacy programs in California and Ohio, the project was quickly labeled the "Consummate Technical Assistant". BES didn't want to provide "canned" inflexible type of TA.

Of course, BES had its own goals: 1) the implementation of non-traditional group instruction; 2) the development of a flexible model of teacher training and TA; 3) to help build a national practitioner/learner literacy network.

BES conducted comprehensive training in Ohio and California. What follows are a description of the training and assessment activities.

Ohio

Ohio was identified as a state where literacy practitioners would be receptive to TA because BES had provided training through it's NDN and NTC projects. Furthermore, Ohio's Department of Adult Education was encouraging its programs to collaborate with BES.

In order to develop a work plan for the NIFL project, a BES trainer traveled to Ohio to meet with the Adult Education Director and his staff. They planned a process to identify teachers and trainers. Once they were identified, a needs assessment (by survey) was conducted. A workshop was developed tailored to those needs. In June a two day workshop was conducted in Ohio. Participants were asked to develop and implement some lesson plans between June and October. In October, the Ohio group traveled to BES' to participate in "immersion" training, to share and assess their lesson plans, and to plan further collaborative activities.

The Ohio teachers were asked to evaluate all sectors of the training provided by BES. As NIFL Objective #3 states, one of the major purposes was to improve the literacy practices of Ohio literacy teachers by providing training on the BES model. The evaluation results suggest that the training and TA clearly upgraded practitioners' knowledge of BES methods and techniques as well as their ability to apply these techniques with students. The workshops helped trainees refine their skills as teachers. For further discussion of the evaluation of BES" collaboration with Ohio please see Appendix A, "Independent Evaluators Report", pp.5-12.

California

BES decided to work with the library programs in Northern California after conducting two NDN trainings for them which were responded to positively. Furthermore, BES wanted to directly assist programs to implement small group instruction where volunteer

tutors provided most of the instruction.

Eight programs were informed by mail of the NIFL Project. Follow-up calls were made. A planning meeting was scheduled in January. Six programs confirmed. Staff from four programs actually attended the meeting. Though this number was less than projected, BES and these four library programs developed a strong collaborative relationship during the 1993 year.

At the January meeting a needs assessment by a combination of small group work and brainstorming sessions. The needs were delineated and prioritized as following.

- Assist in the establishment or expansion of small group tutoring.

- Integrate generative themes into all curriculum.

- Modify the tutor training to include a small group component.

- Organize student decision-making bodies.

- Develop a materials exchange between BES and programs in California.

BES provided two additional trainings to the California programs - one in California on theme development which included volunteer tutors from those programs; the other an immersion training in New York conducted exclusively for them.

As Appendix E illustrates the hands on training proved extremely effective especially in terms of theme development and enhancement of tutor training.

One program, Alameda, was particularly creative in receiving TA from BES. That program videotaped its tutor training modules and sent them to New York to be evaluated by BES staff. (See Appendix F). Specifically, the changes Alameda has already made in their small group component as a direct result of working with BES are:

1) Theme-based teaching - Introduced segment on philosophy and techniques behind theme based teaching.

2) The first meeting - Added a segment on structuring a first class meeting focused on establishing a learner centered classroom dynamic.

3) Working with a multi-level group - This segment explores the roles of different students in the class to make sure that their strengths are recognized as well as their needs.

4) A manageable routine - Introduced a segment that helps tutors to understand how to incorporate theme based

reading and writing into a weekly routine.

Three of the programs increased the number of groups offered. By conducting a phone survey, BES discovered the following.

- The Palo Alto Library Program that had no group tutoring before trained by BES, began one group of six people that met four hours per week.

- The Oakland program added six group of 5 persons each. Groups meet to work on thematic projects. One group meets twice a week, the others once a week.

- The Alameda program increased the number of groups from seven to thirteen. The groups now meet twice a week for two hours per session, as opposed to once a week.

BES is consulting with the programs and an independent evaluator to design an evaluation study comparing the students in the small group classes with those that are solely receiving one-to-one tutoring.

The materials exchanged did not get off the ground as expected. However, a student newsletter exchange has begun. (See Appendix G).

BES is continuing to work with the programs from Northern California. In fact, they will be central to the development of a national practitioner/learner network.

When the California partners came to New York, one of the programs sent a student to meet with BES students. They have since been in constant contact. The California student has helped develop a student committee in her program and another library program. In addition, BES has received funding that will enable students from both coasts to develop a video about organizing as literacy students.

BES also provided TA to four adult literacy programs in Southern California. All of them were community-based programs offering literacy instruction in Spanish using a Freirian philosophy. However, they tended to either teach ESOL in a very traditional manner or not at all.

There was only one trainer at BES with enough expertise to provide comprehensive training in non-traditional ESOL. Therefore, the TA was much more limited than that provided to Northern California programs.

However, staff from two of the Spanish literacy programs attended an NTC institute in March. BES developed an ESOL workshop specifically for them. In addition, a trainer traveled to Los Angeles and conducted a two day workshop.

According to phone surveys, three of the programs have significantly changed their ESOL instruction after receiving training from BES. However, BES has not been able to gather any significant data from these programs. BES feels it has to provide more comprehensive training in order to get program and students data.

On the whole, BES believes that its Consummate TA was a success - especially in Northern California. Though BES expected to work with fifteen programs in CA, given the size of it's training staff and the different issues that the programs wanted to tackle, providing TA to eight programs was sufficient.

The type of TA provided in Ohio and California were also very different. The programs in California are trying to effect programmatic change. Ohio is focused on the classroom. In addition, some Ohio teachers were suspicious that BES had a hidden agenda and was trying to impose its methods. California library programs, on the other hand, initiated the constant collaboration. BES suspects that this is so because in Ohio the state administators helped define who would be the participants. In California they selected themselves.

BES needs to analyze the differences when working with CBO-like organizations and those that are traditionally bureaucratic. To provide effective TA, BES has to learn to work with both.

Appendix A

NATIONAL INSTITUTE FOR LITERACY GRANTS PROGRAM

INDEPENDENT EVALUATOR'S REPORT

The evaluation activities conducted in conjunction with the *National Institute for Literacy Grants Program (NIL)*, have been a joint effort of the external evaluator, *Advanced Concepts* of White Plains, NY, and the BES staff. Two evaluation activities were the primary responsibility of the evaluator:

- to gather evidence that demonstrates the effectiveness of the BES instructional model on first-year students' reading ability, and to submit that evidence as part of a re-validation application to the U.S. Department of Education (*NIL* Objective 1); and,

- to evaluate the quality and effectiveness of the *Ohio Collaborative* -- a statewide consultation and training program sponsored by BES in cooperation with the Ohio State Education Department (*NIL* Objective 3).

To conduct these activities, the evaluator gathered information from several sources including nationally standardized measures and locally-developed surveys. The findings are presented on the following pages.

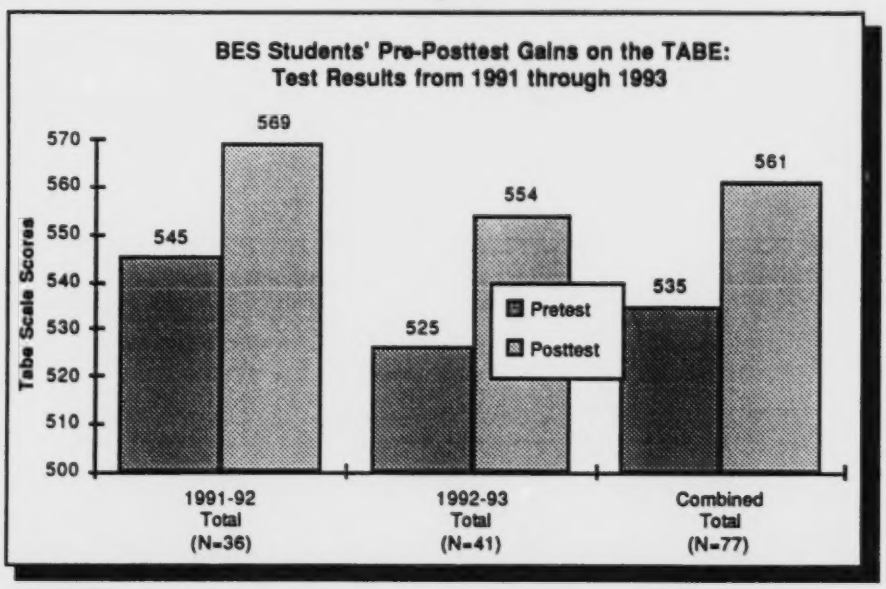
NIL OBJECTIVE 1:

To gather evidence that demonstrates the effectiveness of the BES instructional model on first-year students' reading ability.

This project objective was addressed by administering the standardized test, *Tests of Adult Basic Education (TABE)*, to all students who participated in the BES literacy program during 1991-92 or 1992-93. Students were tested at two points in time: before they began their literacy instruction, and then again after they had completed the 20-week BES instructional cycle. A total of 77 students from seven different literacy classes were pre- and posttested in this fashion, 36 who attended BES in 1991-92, and 41 who attended the program during the 1992-93 school year. Key findings are summarized below:

- BES students in both years demonstrated improved reading skills on the *TABE* following their participation in the program. The pre- to posttest gains were both statistically significant ($p<.01$) and educationally important **(Figure 1).**

Figure 1



- *TABE* results were consistent across the seven classrooms studied. The pre- to posttest gains ranged from a low of 6 scale score points to a high of 65 points **(Figures 2 and 3).**

Figure 2

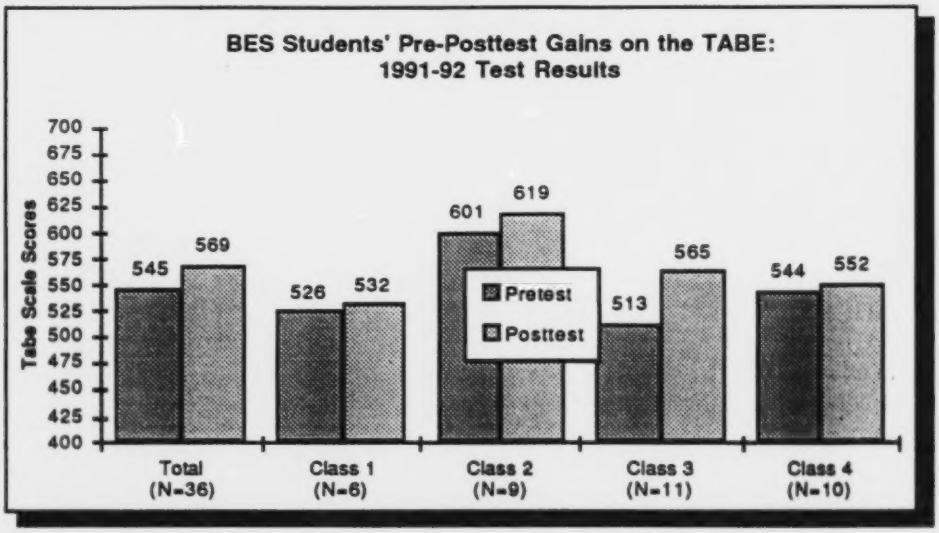
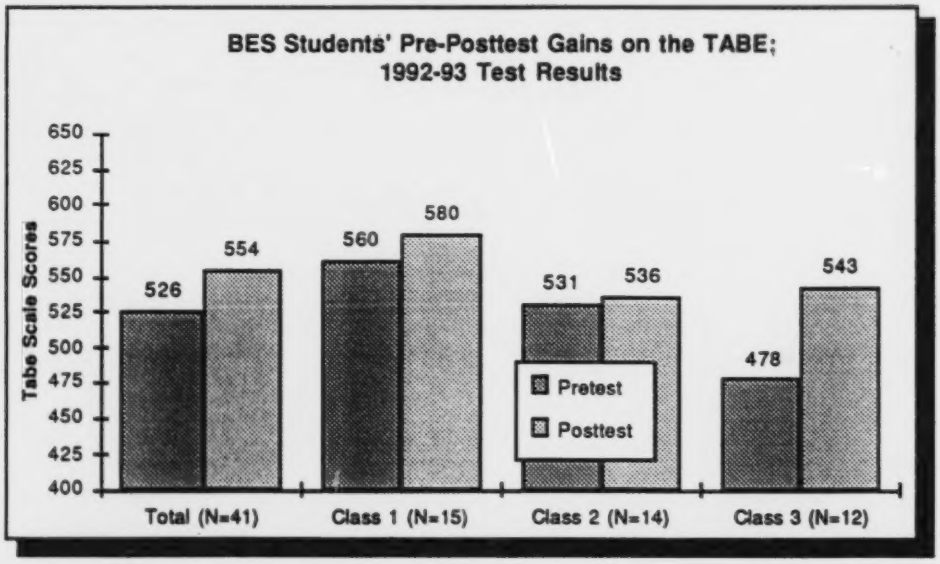


Figure 3



- In grade equivalent units, students progressed to a grade score of 2.2 following their participation in the program. Since the majority were *non-readers* when they entered BES, the improvement to a second grade reading level is educationally important.

- The post-program grade equivalent standing of 1991-93 BES students compares favorably with the progress made by students who participated in the original validation study of BES[1]. Specifically, in both the original validation and the current evaluation study, students progressed to a grade score above the second grade level.

Discussion

The evaluation results clearly indicate that the BES program has improved the reading skills of its first-year participants. In both program years studied -- 1991-92 and 1992-93 -- students demonstrated statistically significant and educationally meaningful reading gains on the nationally standardized *TABE* test. The gains resulted in a posttest grade equivalent of 2.2, which means that the average BES student completed the first year of instruction reading above the second grade level. This is a striking finding considering that the typical student entered BES as a non-reader.

A goal of this evaluation was to submit the *TABE* data to the U.S. Department of Education as part of the *re-validation* process for BES. This goal will still be pursued, however, additional data will be necessary before a re-validation submission can be prepared. The need for the supplemental data stems from the magnitude of the gains -- the 1991-93 *TABE* gains simply were not as large as those achieved by students in the original validation study. The reason for this has to do with the nature of the test. The *TABE* was revised in 1987; unfortunately, the new version has proved to be too difficult for BES' beginning readers. Nearly half of the students tested in the current evaluation encountered the "floor" effect meaning that they obtained the lowest possible score, and probably would have obtained a lower score had the test been less difficult. The end result was an underestimation of student gains. In other words, had students obtained a more "accurate" i.e., lower, pretest score, the magnitude of the gains between the pre- and posttest would have been greater.

As a result of this testing problem, BES will explore alternative assessment measures in the coming months. Two possibilities are being

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[1]BES was originally validated as an exemplary program by the U.S. Department of Education in 1985. According to the evaluation evidence submitted to DOE, students progressed from a grade score of 1.0 in reading to 2.3 during the BES instructional period.

considered: 1) administering the 1976 *TABE*, which was used in the original validation study, instead of the 1987 version; and 2) administering the Slosson Oral Reading Test in addition to the 1987 *TABE*. These new evaluation strategies will be piloted with a sample of BES classrooms during the 1993-94 program year.

OBJECTIVE 3:

To evaluate the quality and effectiveness of the *Ohio Collaborative.*

Two major training workshops and a series of technical assistance activities were sponsored by BES as part of its effort to improve and expand the literacy delivery system in the state of Ohio. To evaluate the quality and effectiveness of these activities, the 15 literacy practitioners who comprised the Ohio Collaborative, were asked to complete several evaluation instruments. These included *Training Reaction Forms*, which were administered during the June training workshop, and a standardized instrument, the *Stages of Concern Questionnaire* (SoCQ), which was administered at both the June and October training. Key findings are summarized below.

Reaction Form Results

- Ohio Collaborative participants significantly increased ($p<.01$) their understanding of key concepts associated with the BES literacy model as a result of training. These concepts included

  - changing from 1:1 tutoring to group instruction
  - integrating group instruction into a literacy program
  - examining the reading and writing process through self reflection and student observation
  - implementing generative words and themes into instruction
  - implementing ongoing staff development
  - applying writing techniques to teach students how to read

- Participants also improved their attitudes towards applying the BES approach in their programs. Before training, seven out of ten participants said that they were *interested in learning more about the BES approach and how to apply it;* after training, nearly nine out of ten participants indicated that they *definitely wanted to use the BES approach in their programs.*

- All or nearly all of the participants felt that the major training objectives established by BES staff were met to a *large* or *moderate* extent. Nearly nine out of ten participants also felt that their personal objectives for training were met to a *large* or *moderate* extent.

- Participants rated[2] the training as

Well organized (73%)	as opposed to	*Poorly Organized* (13%)
Interesting (73%)	as opposed to	*Dull* (7%)
Clear (57%)	as opposed to	*Confusing* (7%)
Thorough (79%)	as opposed to	*Inadequate* (0%)
Relevant (80%)	as opposed to	*Not Relevant* (7%)

  In addition, two-thirds of the participants (67%) felt that the **time allotted** for training was *just right* (not too long nor too short). And a similar percentage (64%) felt that the **pace** of training was *just right* (not too fast nor too slow).

- On a scale of 1 to 7, all participants gave above average ratings (5, 6, or 7) when asked to provide an overall assessment of the training.

- Participants cited a number of training aspects which they particularly liked including the effectiveness of the trainers, the materials, sharing among participants, and the informality.

- On the other hand, several commented that training could be improved by having a better organized manual, allowing more time to use the manual, having more modeling of methods, and reversing the sequence of the presentation.

Stages of Concerns Questionnaire Results

Background. The *Stages of Concern Questionnaire* provides information on the concerns practitioners have about a new program they are being trained to implement. SoCQ results in a profile of the intensity of concern (a score from 0 to 100) on each of seven stages. The seven stages **(see Chart 1)**, are developmental/progressive in nature. For example, the first three stages (awareness, information, personal) are usually more intense early in the change process and abate with time. Management concerns typically arise in the early stages of program usage, and also lessen with time. Once management concerns are resolved, concerns about program impact (i.e., consequences, collaboration, refocusing) can be expected to intensify; this usually occurs a year or more after initial training. Although concerns about an innovation generally progress through the seven stages in a developmental

[2]Remaining participants (i.e., the difference from 100%) had no opinion.

manner, the progression is not absolute. In general, concerns are affected by the complexity/nature of the innovation and the kind and amount of technical assistance provided.

Chart 1
Explanation of SoCQ Seven Stages

Awareness - A very early stage in the change process. People who have a high awareness score are not concerned about the particular innovation (new program), but may be concerned about other programs in the area.

Informational - Also an early stage in the change process. People with high scores would like to know more about the innovation and how it is similar to or different from what they are already doing.

Personal - Personal concerns also appear in the early stages of the change effort. Those with high scores are concerned about how the innovation will affect them, e.g., Will my role change? What time commitments do I have to make? Will I be evaluated? What other training will I receive?

Management - Management concerns generally emerge when people begin to use a new program. The concerns are task related, e.g., How do I get time to do this? How do I get the necessary teacher materials ready? Will I ever get this program organized? How do I group different ability levels of students?

Consequence - Concerns related to consequences usually emerge with experience and time. People with high scores are concerned about how the innovation will affect students.

Collaboration - Collaboration concerns also tend to emerge in later stages of the change effort. People with high scores are concerned about collaborating with others to improve the outcomes of the innovation.

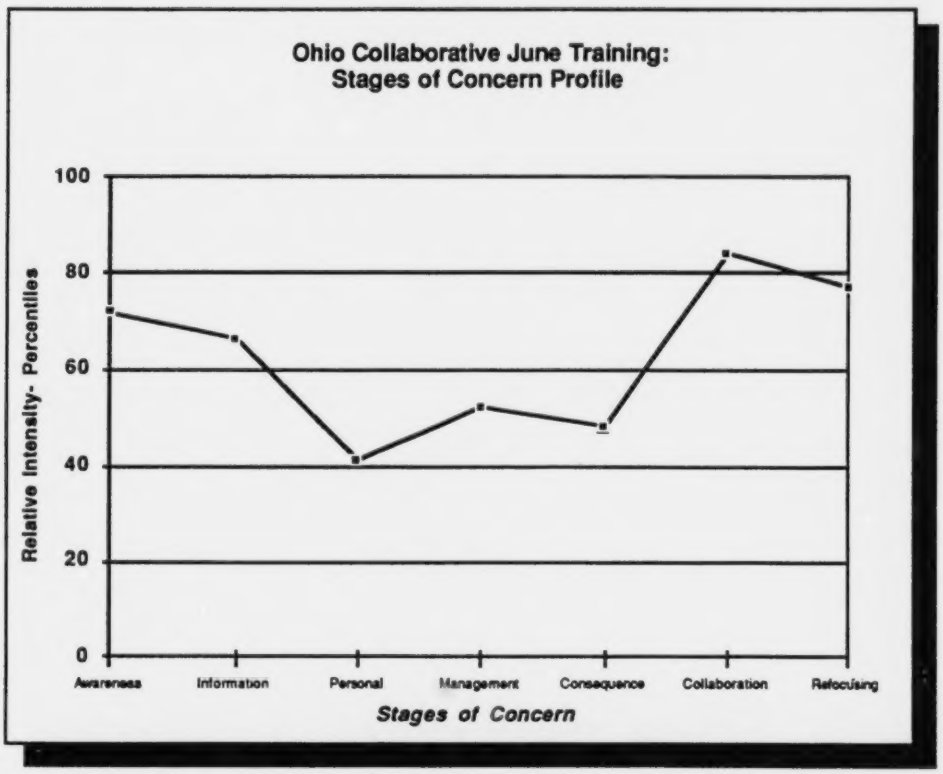
Refocusing - People with high refocusing scores have ideas about modifying the innovation to achieve greater impact on students.

Concerns can be a highly effective guide to actions that program trainers might take to facilitate the change process. Based on the results, trainers can re-target resources, reformulate training designs, and deliver individualized assistance according to need. From an evaluation standpoint, concerns can tell us much about the quality of the change process, and the extent to which a new program will be adopted by other agencies. If early concerns about the program remain intense months after training, chances

are the program will not be adopted, that is the key components will not be incorporated by others. If, on the other hand, the concerns progress according to expectations, then the likelihood of quality change/program adoption is high.

SoCQ Results -- June Training Workshop. Stages of concern data provided by Ohio Collaborative participants following the June training appear in **Figure 4.** What is most noticeable about this profile is how much it differs from the typical profile of program "nonusers" i.e., a group who has just been introduced to a new program. The profile of a nonuser would show high awareness, information, and personal concerns, with management concerns somewhat lower, and the impact concerns very low (registering at the 30th percentile). The Ohio Collaborative profile, however, peaks at the *collaboration* stage and shows similarly high *refocusing* scores -- concerns generally found after prolonged program usage.

Figure 4



Overall, the Ohio profile is that of a motivated and experienced group of literacy practitioners who desire further information about BES methods, but are most interested in sharing the methods with others. These practitioners, apparently, are familiar with many facets of the BES approach their relatively low personal and management concerns suggest that they have used aspects of the approach with their students, and that their students have benefited from the application (i.e., low consequence concerns). Nonetheless, the group feels that BES techniques could be modified to better mesh with their students/ programs; the high refocusing concerns indicate that the group is interested in ways to supplement and enhance the BES model to achieve more desirable outcomes.

When the SoCQ profiles of individual participants were studied, two patterns emerged. One pattern, obtained by nine of the 15 participants, mirrored the total group results. The nine practitioners demonstrated high impact concerns (collaboration and refocusing), moderate information concerns, and minimal personal and management concerns. The second pattern was more typical of the beginning program user. It showed high information concerns and even higher management concerns. Although collaboration was still an issue with this group, they were less secure in how the BES model worked, and desired further explanation and practical suggestions.

SoCQ Results -- October Training Workshop. To determine if the nature of practitioners' concerns changed after they had a chance to use BES methods with their students, the SoCQ was administered again in October, following a second BES training workshop. The results appear in **Figures 5 and 6**; the first of these figures displays only the October data, while the second compares June and October results.

As these figures illustrate, the concerns of the Ohio Collaborative essentially went unchanged from June to October. Collaboration and refocusing remained the highest concerns, while personal, management, and consequence concerns were less significant. There were, however, two interesting differences -- both personal and management concerns increased from June to October. This change suggests that as Ohio practitioners started using the BES approach they encountered some logistical problems. Fortunately, the medium intensity of personal and management concerns indicates that these logistical issues can be readily resolved with additional assistance and training.

Figure 5

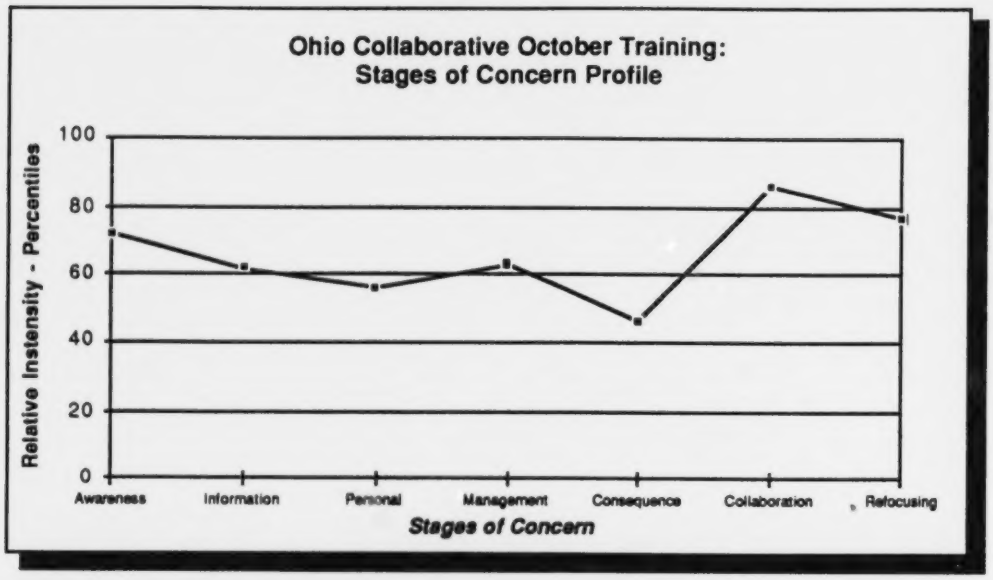
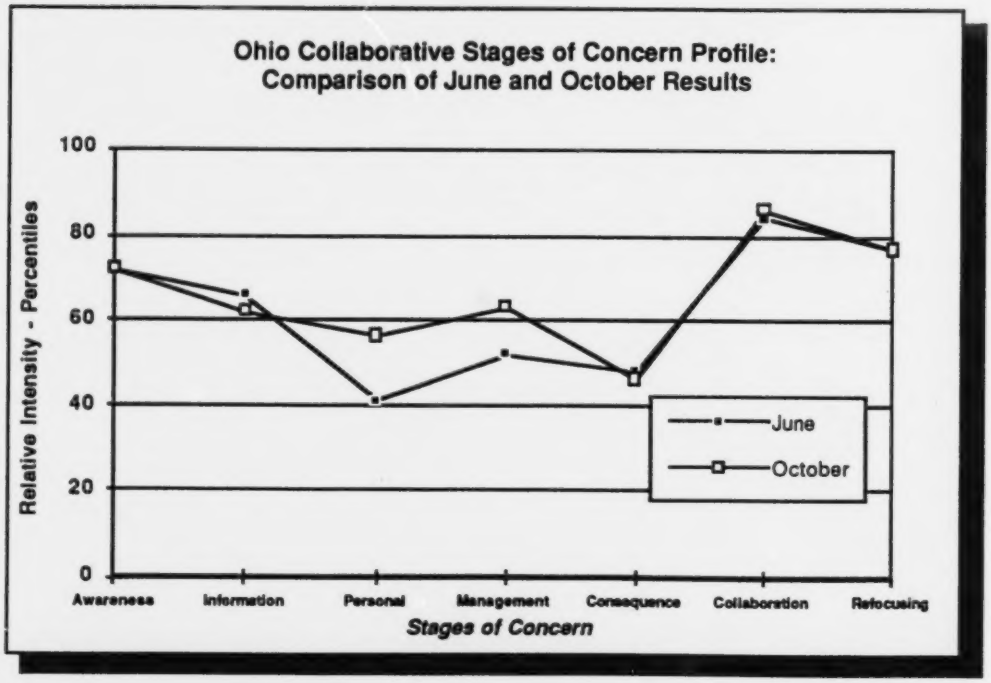


Figure 6



More pronounced changes were evident when SoCQ profiles of individual participants were examined. In all cases, information concerns were significantly reduced. This implies that the BES follow-up training and consultation properly attended to the specifics of program implementation. As one participant commented:

> *I found the workshops to be a great culminating experience. It was wonderful and brought many things together. It fell into place. The knowledge we gained in June, the opportunity to put it to work (over the summer), and then seeing how it was done (in October) not only helped to reinforce, but raised questions. Most of these questions I know I can answer with more practice.*

Discussion

The major purpose of establishing the Ohio Collaborative was to improve the literacy practices of Ohio adult educators by introducing them to the BES model. The evaluation results suggest that major progress has been made in accomplishing this objective. The BES training and consultation activities clearly upgraded practitioners' knowledge of BES methods and techniques as well as their ability to apply these techniques with students. Although most trainees were already familiar with aspects of the BES approach, the training workshops helped to refine their skills. The Ohio Collaborative appears ready "to get out there and spread the message." They are eager to share the BES model with others in its "pure" form or in an adapted version.

To further advance the group's work, BES follow-up training and assistance should provide opportunities to enable group members to work with others in a collaborative fashion. As part of this process, BES staff could assist Collaborative members in setting realistic expectations and guidelines for the collaborative effort -- perhaps facilitating the development an action plan. Discussion of acceptable and unacceptable program modifications might be useful also. Here, the staff could initiate debate about changes in the BES model that would be inconsequential (or beneficial) relative to student outcomes, as well as changes that could have a negative impact.

It is important to keep in mind, that not all Collaborative participants may be interested in follow-up interventions aimed at collaboration or refocusing. Separate follow-up activities may be necessary for individuals with high personal or management concerns. For example, clarifying the steps and components of the BES model, providing answers that address specific "how to" issues, demonstrating exact and practical solutions to logistical problems, and attending to the "nitty gritty" of program

implementation, would be important for these individuals. A revised and better organized curriculum manual also could help to minimize information and management concerns; the BES staff may want to re-visit the existing manual and think about changes that could enhance its utility.

Appendix B

NATIONAL TRAINING CENTER FOR LITERACY TEACHERS

REPORT

MARCH 21-26 / APRIL 25-28, 1993

BRONX EDUCATIONAL SERVICES

INTRODUCTION

Bronx Educational ServiceS (BES) is a nationally recognized program that provides literacy instruction to adult. In 1985, the U.S. Department of Education certified BES as a nationally model for adult education. BES teaching philosophy, its non-traditional pedagogic approach, its involvement with the local community, and its committment to teacher training on a national level make Bronx Educational Services distinctive from other adult literacy schools.

Since 1985, BES has been a member of the National Diffusion Network (NDN), a federally funded system that makes exemplary programs available for adoption by other agencies. Through the NDN, the BES model has been shared with hundreds of literacy practitioners from around the country. Many of these practitioners have integrated the BES approach into their programs, with positive results.

The BES approach is constituted by several key features:

a. ***Non-Traditional Group Instruction***
   The students share their views of the world while analyzing it critically.
b. ***BES Curriculum/Linguistics Manual***
   It provides guidelines for organizing non-traditional group instruction.
c. ***Generative Words***
   It is the use of emotionally charged words to teach reading and to work on phonetic analysis.
d. ***Student Involvement***
   Students are involved in curriculum development, classroom and program management/policies, and community issues.

The National Training Center for Literacy Teachers component (NTC) is a fundamental part of BES. Bronx Educational Services has offered seven Training Institutes since 1991. The NTC was designed to help literacy practitioners from all over the country to better meet the needs of the adults they serve. The NTC consists of a series of workshops, activities and roundtable discussions on adult literacy theory and practice. The main goal of these Training Institutes is to immerse participants into this community-based organization and to challenge some of the still prevalent believes among literacy teachers that one-on-one instruction is the best approach to adult literacy.

During the week of March 21-26 and April 25-28, 1993, BES held the sixth and seventh NTC Institutes. In order to assess the immediate effect of both Training Institutes, as perceived by participants, an evaluation form was distributed and analyzed. From the data analysis, BES could determine whether participants needed additional training, support or technical assistance. The evaluation would also set the basis for future follow-up trainings.

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INSTITUTES' GOALS

Although both Training Institutes had as a primary goal to challenge adult literacy practitioners' approaches and ways of understanding adult literacy, there were some differences among the March and the April groups. The main difference between both Institutes was that the majority of the April participants had already had some kind of BES training/workshop. Therefore, participants' different backgrounds would explain the variation in the Institutes' goals.

The March Institute's goals were threefold:

1. To challenge the belief that adult literacy students learn best in one-on-one tutoring settings.
2. To provide literacy teachers with a thorough understanding of the principal components of BES.
3. To provide literacy teachers with an ideal training model that consists of an integrated series of workshops on adult literacy practice.

On the other hand, the April Institute had one primary goal: to provide literacy teachers with an ideal training model that would integrate classroom observations with workshops on theory and practice.

The participant observed BES classes during the morning and in the afternoon to participated in a variety of workshops. The workshops ranged from those with a more pedagogical approach to others that offered assistance to people interested in administrative issues (funding,...) and community-based issues (Parent Organizing Projects, counseling,...).

THE EVALUATIONS

EVALUATION FORM DESIGN

The March and April evaluations forms were made up of several questions (18). Although there were some differences among the March and April forms, both were basically constituted of the following parts:

Part 1: questions to assess the Institute's goals and objectives.
Part 2: questions to evaluate participants' personal objectives.
Part 3: questions to evaluate BES workshops and activities.
Part 4: questions to assess the immediate impact the Institute had on participants and their programs.

EVALUATION FORM PROCEDURE

During the last day of the Training Institute, the evaluation forms were distributed to all the participants. The evaluation was to be filled out at the participants' own sites and sent back to BES once completed.

A total of 25 surveys (67.5%) were returned - 64%* from the March Institute and 83% from the April Institute.

*The March participants that did not respond have been contacted by phone (in some cases another evaluation form has been sent to them). Therefore, some surveys are expected to be received soon.

POPULATION

A total of thirty-seven teachers participated in the Training Institutes - thirty in the March group, seven in the April group. They came from very diverse geographical areas. Following is a list of the states covered in both Institutes:

Alaska	1
Colorado	1
Illinois	1
Kansas	1
Kentucky	1
Washington	1
Louisiana	1
Michigan	2
Rhode Island	2
Tennessee	2
Nevada	2
Texas	2
New York	3
Wisconsin	4
Georgia	5
California	8

A high number of participants were administrators or were involved in some kind of adminsitrative job in their programs, while, at the same time, they were doing some teaching. As stated before, the main difference between the March and the April groups was that the majority of the April participants had already had some kind of BES training/workshop. This element explains the variation in the March and April Institutes' goals and, therefore, the differences that can be found in the configuration of the March and April evaluation forms.

DATA COLLECTION

The data analysis was organized according to the four main group of questions identified in the previous section (Evaluation Form Design). It was mentioned before that the populations for each Training Institute were different since those participants that attended the April Institute had already had some kind of BES training. The results from both Institutes have presented together; however, in certain cases, they have been presented separately when comparison has been considered appropriate.

PART 1: Assessing the Institutes' goals and objectives.

Questions #1 and #2 asked to rate the extent to which the Institutes' goals and objectives had been achieved from the participants' perspective. All or nearly all the participants thought that the four goals in the March and April Institutes had been achieved *to a large* or *moderate extent* (87%).

The same percentage of participants felt that the Institutes' objectives had been achieved *to a large* or *moderate extent.*

The March Institute was most successful in:

a. Helping literacy teachers use an instructional approach with "generative" words, themes and issues as the starting point (83%).
b. Helping literacy teachers to initiate/explore themes important to the students (90%).
c. Helping literacy teachers understand how students can be involved in program activities and policies (74%).

The April Institute was most successful in:

a. Helping to understand the difference between traditional and non-traditional instruction.
b. Helping to understand the roles of facilitator and learner in the non-traditional group instruction.
c. Helping to initiate and explore issues and themes important to students' lives.
d. Helping to identify teaching objectives in literacy instruction.
e. Helping to understand how learners can be involved in program activities.

Objectives involving the use of the Linguistics Manual, writing techniques and the development of a support network for sharing information with other practitioners received lower ratings.

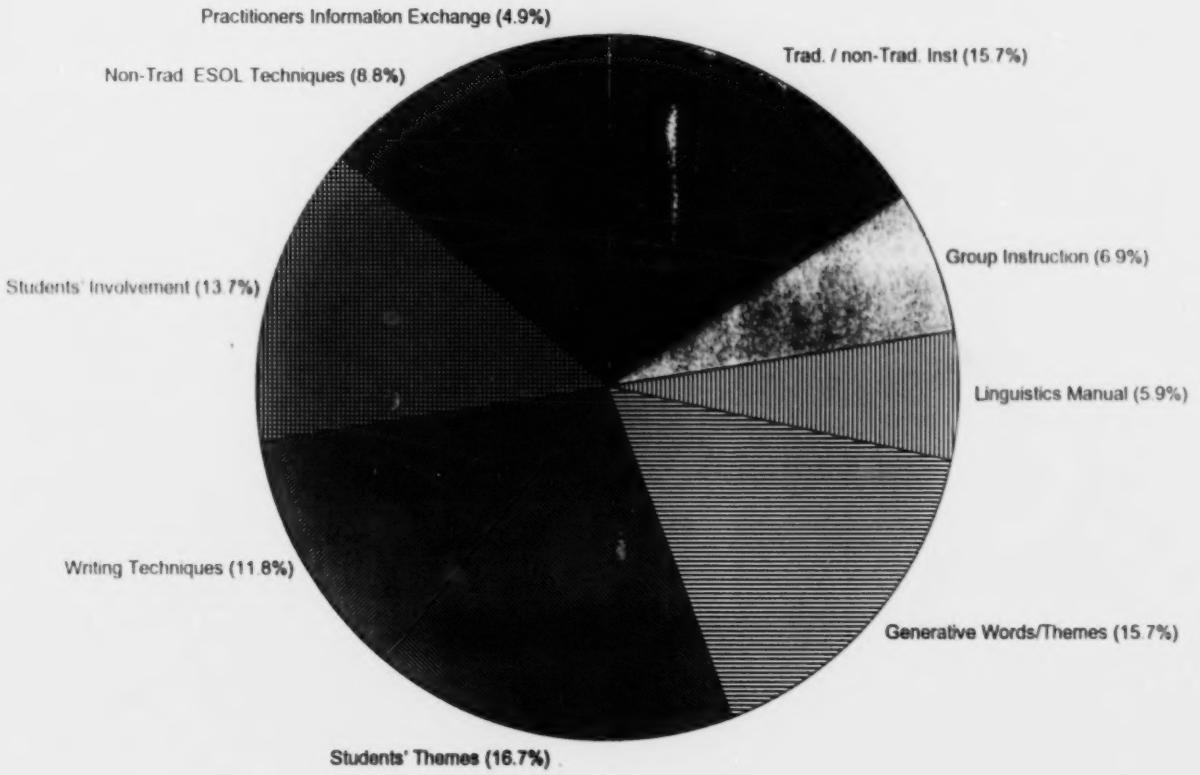
In general, the April Institute's participants rated the objectives higher that the March group. *

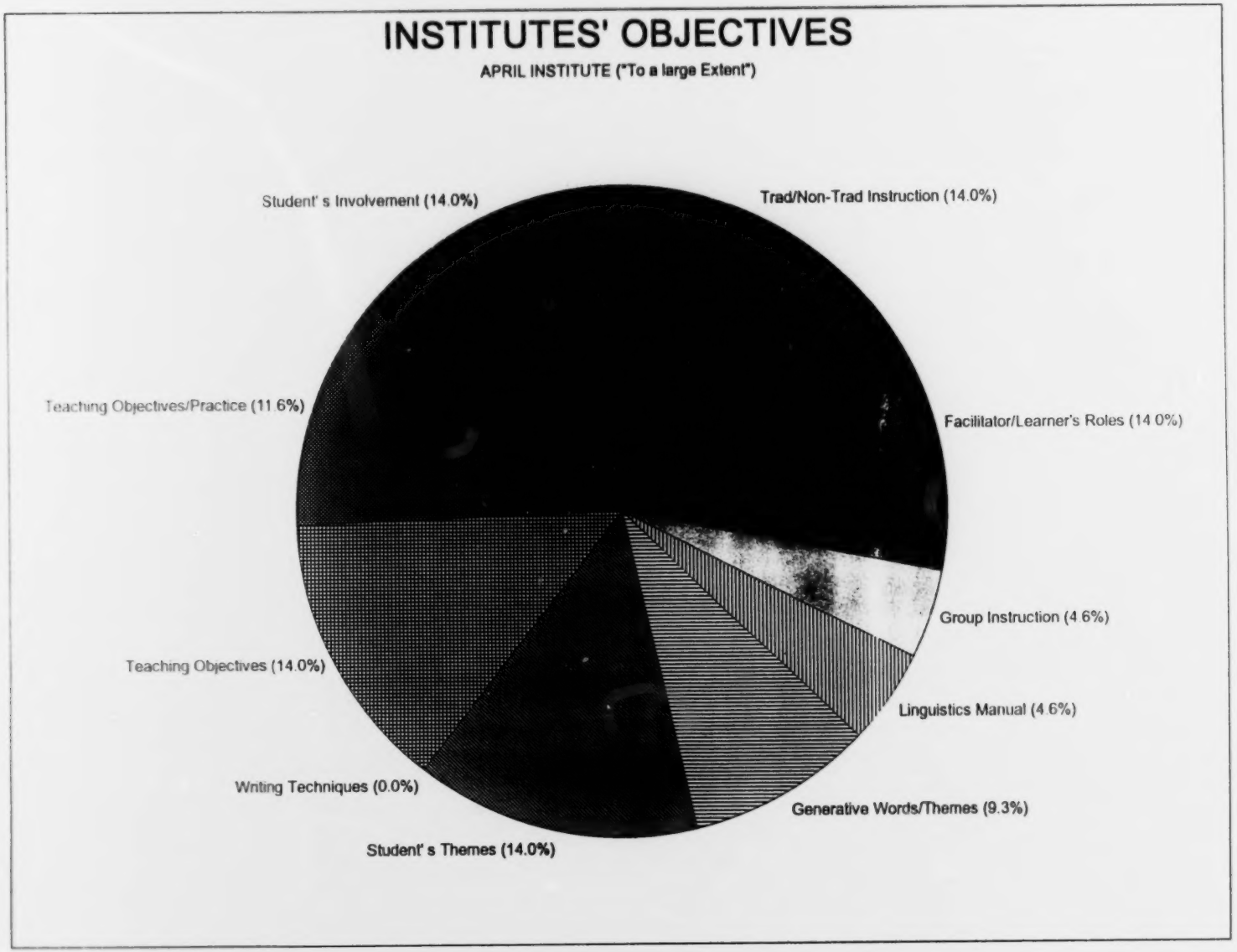
* The size of the group in the March Institute was considerably larger than in the past. This fact made difficult to reach everybody's needs and to have a more personal/ direct interaction with each participant.
For this reason, as it was suggested in some of the evaluation forms, more follow-up work may be necessary with the March group.

See the attached graphics.

INSTITUTES' OBJECTIVES

MARCH INSTITUTE ("To a Large Extent")




INSTITUTES' OBJECTIVES
APRIL INSTITUTE ("To a large Extent")
Student' s Involvement (14.0%)
Trad/Non-Trad Instruction (14.0%)
Teaching Objectives/Practice (11.6%)
Facilitator/Learner's Roles (14.0%)
Group Instruction (4.6%)
Teaching Objectives (14.0%)
Linguistics Manual (4.6%)
Writing Techniques (0.0%)
Generative Words/Themes (9.3%)
Student' s Themes (14.0%)

PART 2: Evaluating participants' personal objectives.

Most of the participants reported that the main objectives they had had for participating in the Training Institute had been to start/improve group instruction, and to learn (more) about theme-based instruction.

Other objectives that Institute participants had were:

> To learn new methods for teaching writing skills.
> To learn the use of phonics, generative words and grammar in the classroom.
> To learn about students' involvement in curriculum building and decision making.
> To find out how to stimulate student organizing.

The participants (87%) felt that their personal objectives had been achieved *to a large extent*. Seventy-four per cent (74%) of the March Institute participants felt that all their objectives had been achieved *to a large extent* ; Twenty-six per cent (26%) thought the objectives had been achieved *to a moderate extent*. All the participants in the April Institute felt that their personal objectives had been achieved *to a large extent*.

PART 3: Evaluating BES workshops and activities.

Participants were asked to rate the value of the workshops, roundtable discussions and Institute activities in terms of the information collected.*

* It is important to remark that some of the workshops and activities were simultaneous. Thus, participants were asked to leave the items unrated if they had not attended a specific activity. This would explain why, in some cases, there was a high percentage of *no-answer*.

Three rating options were provided :

1. very valuable 2. somewhat valuable 3. not at al valuable

RESULTS

MARCH INSTITUTE

Workshops

The majority of the participants rated most of the workshops as *very valuable*.

The highest percentages corresponded to the workshops on initial strategies to enhance group instruction, on theme-based teaching and the one on an overview of a BE I class (74%). The remaining 26% of the answers for these three workshops would fall under *somewhat valuable* and *no answer*.

Over 50% reported that the workshops on "Objectives and Practice: literacy instruction at BES" and on "Techniques on teaching writing" were *very valuable*.

Over 21% participants thought that the following workshops were *very valuable:* ESOL, drama techniq ies, teacher/learner roles in non-traditional group instruction.

The remaining workshops held in March were also well received, but fewer participants assigned the rating *very valuable*.

The workshops on practice/project driven advocacy and the one on "El uso del cuento para generar la escritura"* presented the lowest percentages. However, the majority of the participants did not answer due to the low attendance that these workshops had.

* It is important to point out that this workshop was for the BENL classes (Spanish Literacy) and only a very small number of participants were in programs with a native literacy component or were interested in implementing one.

Activities

The majority of the participants felt very positive towards their BES class observations and the visits at the BES site (90%).

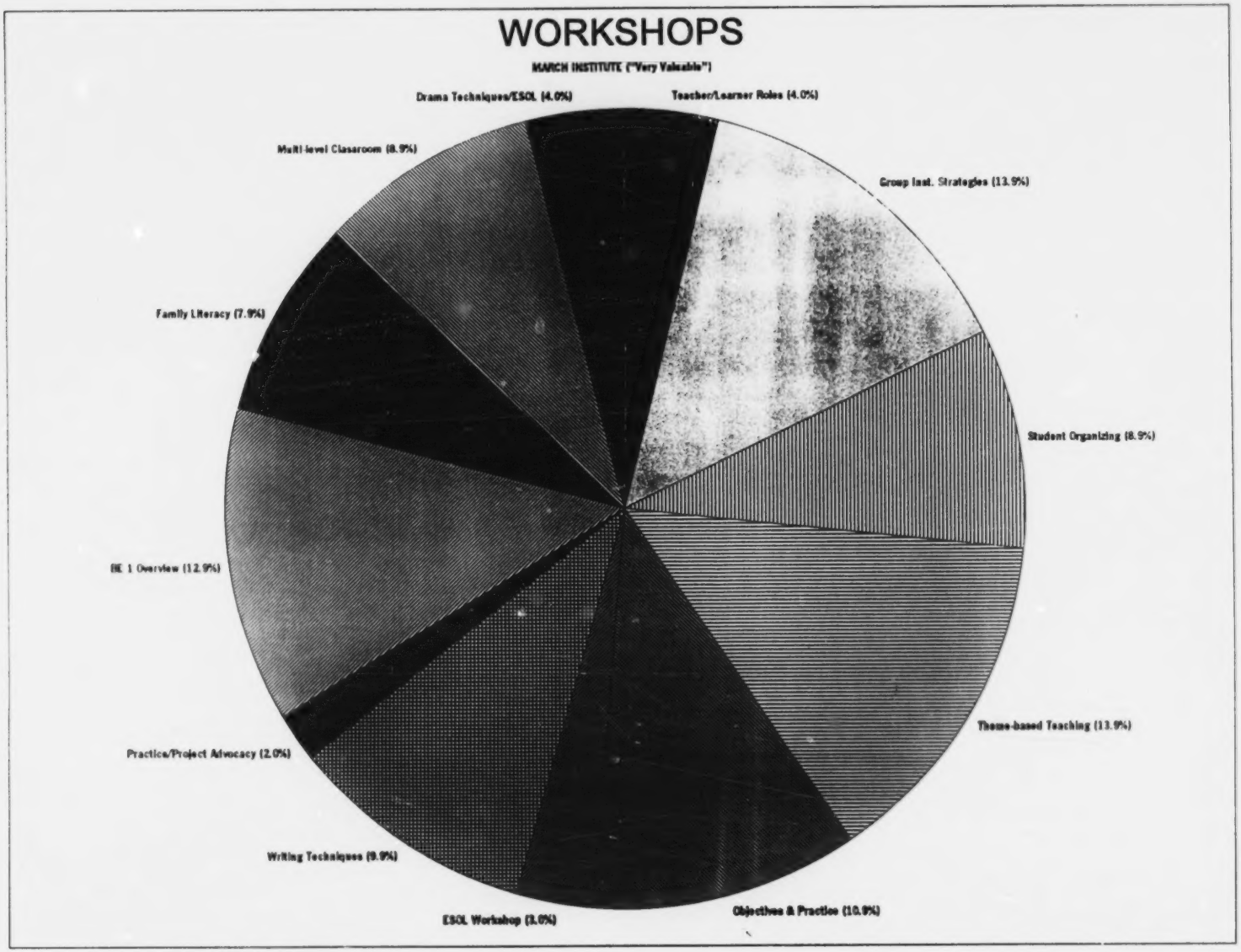
Over 80% felt that talking and sharing ideas with BES students, BES teachers and Institute participants had been *very valuable*.

The lowest percentages found under *very valuable* correspond to the visit to the Literacy Assistance Center and the informal sessions with the BES counselor*. This is explained by the high number of participants (15) that did not attend.

Most of the remaining percentage of participants selected the response option, *somewhat valuable*.

* Several activities had been scheduled simultaneously during that morning.

See the attached graphics.



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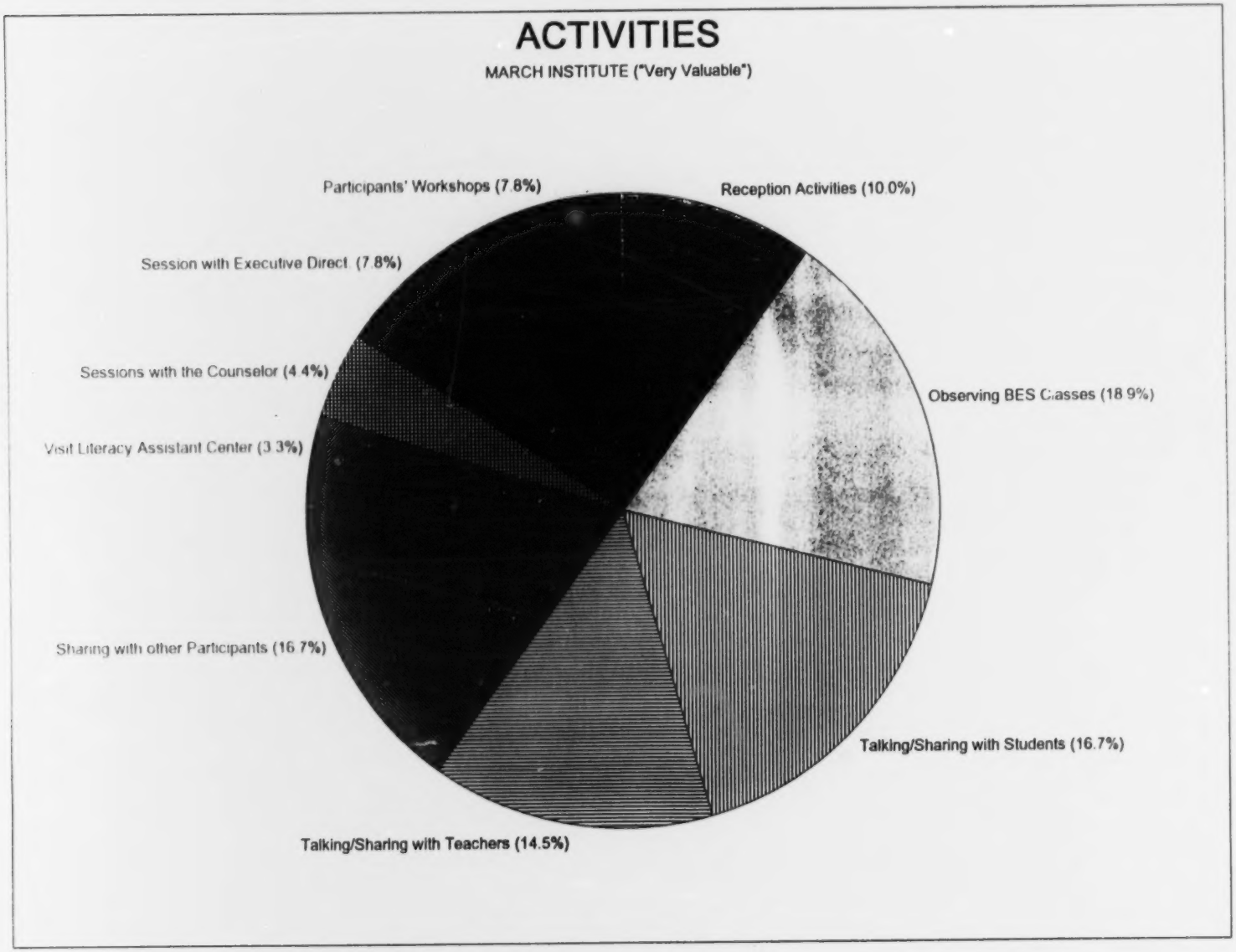

ACTIVITIES
MARCH INSTITUTE ("Very Valuable")
Participants' Workshops (7.8%)
Reception Activities (10.0%)
Session with Executive Direct (7.8%)
Sessions with the Counselor (4.4%)
Observing BES Classes (18.9%)
Visit Literacy Assistant Center (3.3%)
Sharing with other Participants (16.7%)
Talking/Sharing with Students (16.7%)
Talking/Sharing with Teachers (14.5%)

APRIL INSTITUTE

Workshops

The results collected showed that the majority of the participants felt that the workshops were *very valuable*.

Three of the most highly rated were: the workshop on theme-based teaching, and the one on linking objectives and practice.

The remaining percentage of participants selected the response option, *somewhat valuable*.

The least valuable workshop was the one on *training and supervising volunteer tutors.

* The facilitator for this workshop was not a BES staff member.

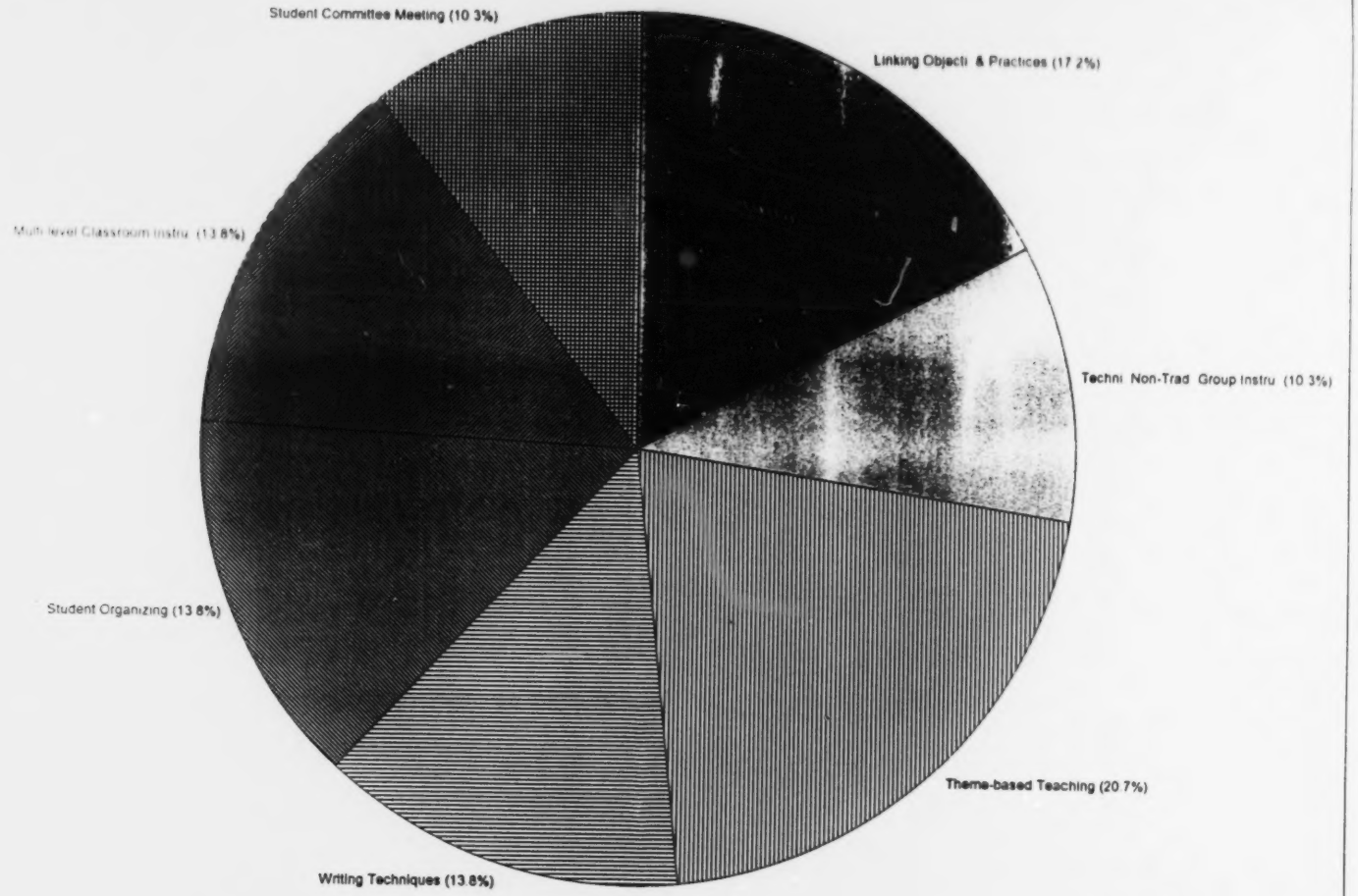
Activities

The participants felt that all the activities had been *very valuable* (The list of activities is the same stated for the March Institute).

See the attached graphics.

WORKSHOPS

APRIL INSTITUTE ("Very Valuable")



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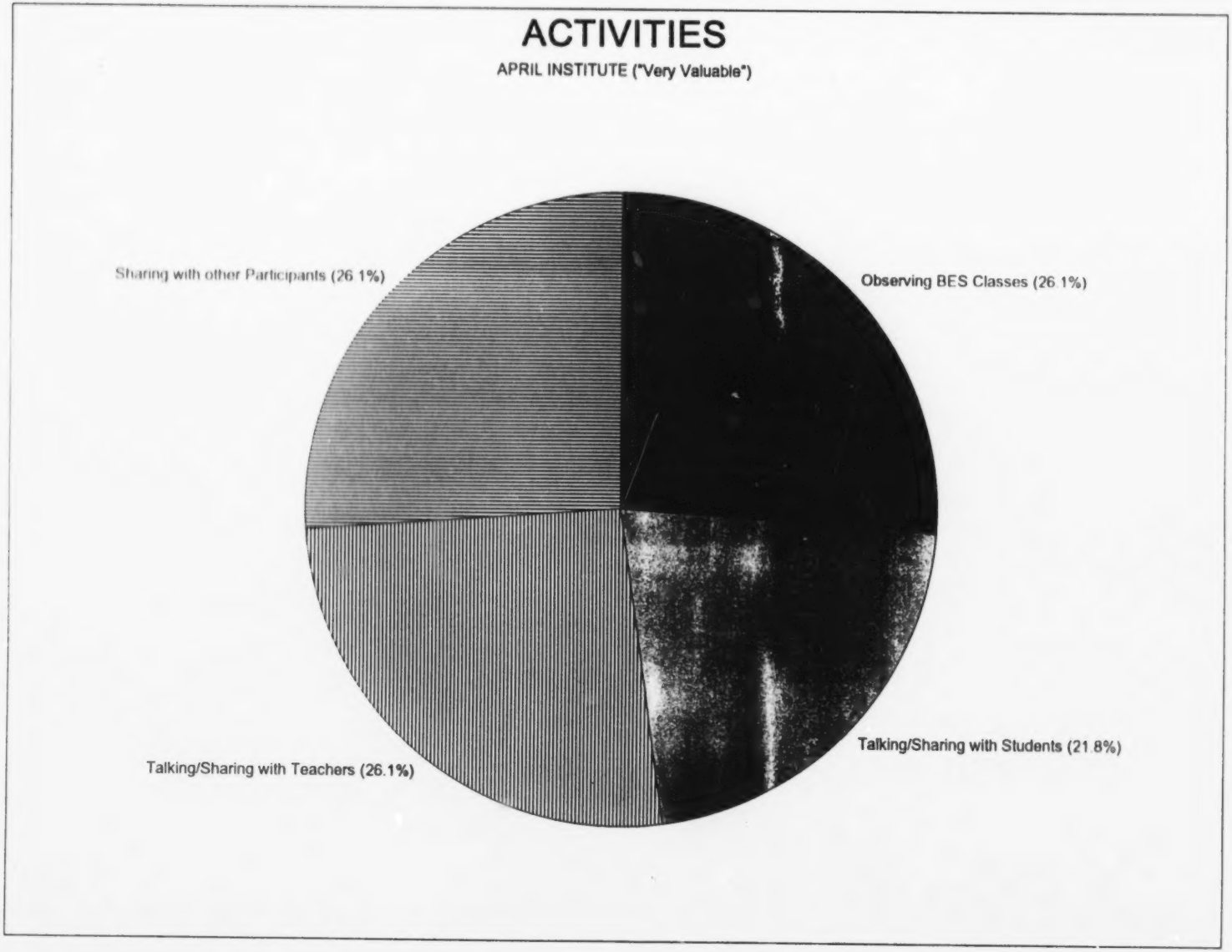

ACTIVITIES
APRIL INSTITUTE ("Very Valuable")
Sharing with other Participants (26.1%)
Observing BES Classes (26.1%)
Talking/Sharing with Students (21.8%)
Talking/Sharing with Teachers (26.1%)

PARTICIPANTS' COMMENTS

Participants comments about the Institute workshops, activities and roundtables help to put the higher and lower events into greater perspective.

MARCH INSTITUTE

"...The observation of BES classes gave me a better understanding of the program...:

"...it was in itself a real learning experience....:

"...it made the realities of non-traditional literacy group instruction very tangible..."

"...it helped me to take back all the ideas and actually implement them..."

"...The workshop on multi-level classroom management gave me information very concise, articulate and understandable..."

"...the presentation of the workshop on themes was too abstract and not specific enough..."

APRIL INSTITUTE

"...there are no words to value enough the section on activities....:"

"...the workshop on linking objectives and practice provided a framework for other sessions..."

"...observing BES classes and visiting the BES site was a way to address my needs directly..."

"...the workshop on questioning techniques for non-traditional group instruction gave me nothing really new..."

"...some of the workshops were not interesting for me, not because they were not valuable but because our program is already using most of the BES instructional techniques..."

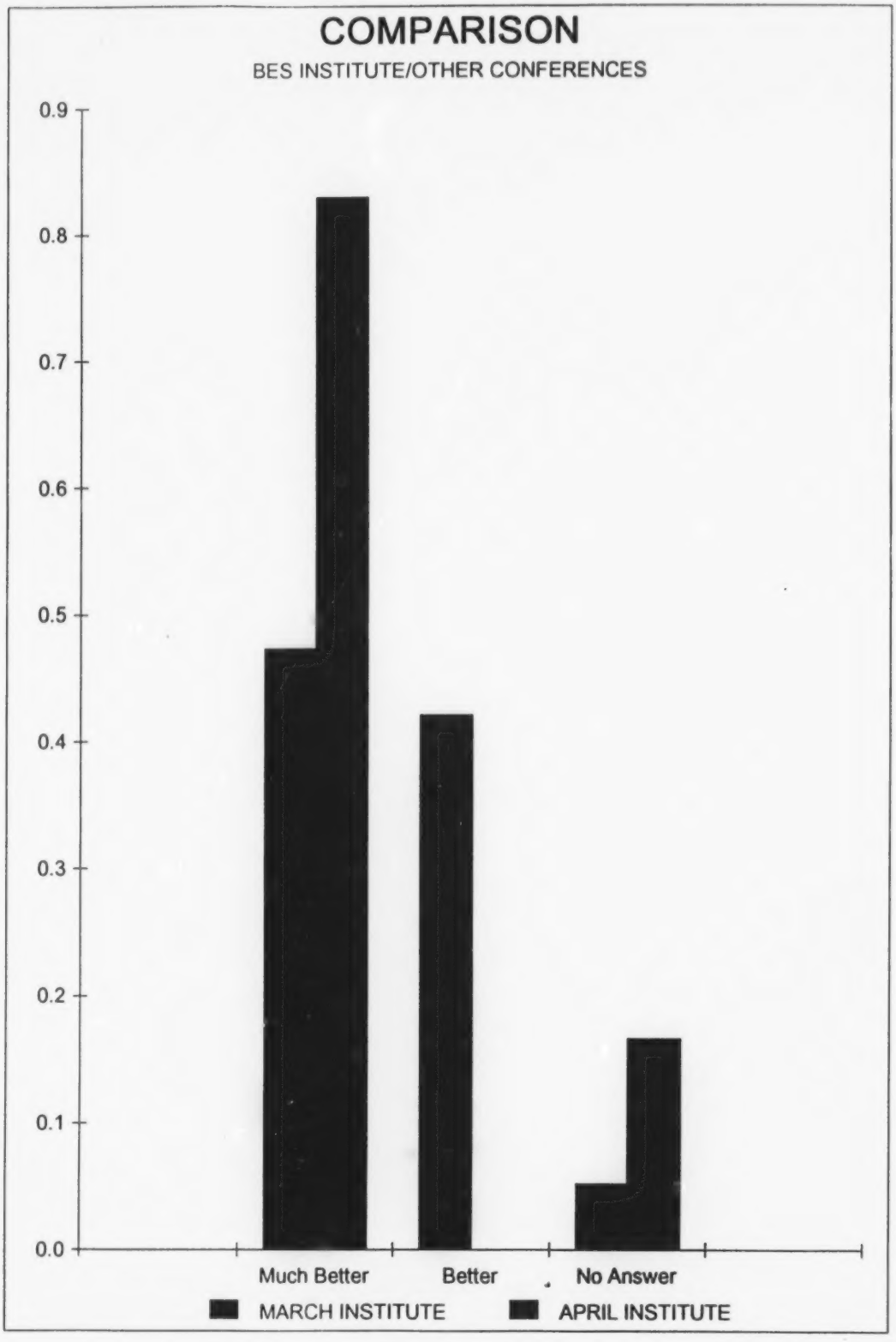
The participants were also asked to rate the BES Training Institutes in comparison with similar workshops they had attended. Five rating options were provided:

1. much better 2. better 3. same 4. worse 5. much worse

A high percentage of participants - 43% in the March group and 83% in the April group - felt that the Institutes had been *much better* than similar conferences they had attended. In the March group, the remaining percentage of participants (42.1%) thought that the Institute had been *better*. In the April group, the remaining percentage of participants did not answer the question (attached graphics on next page).

As another indicator of value, participants were asked to provide an overall rating of each Institute. A 7-point scale was used: in a scale from 1 "poor" to 7 "outstanding". The majority of the participants rated the Institutes with a 6.

MARCH INSTITUTE		**APRIL INSTITUTE**	
63.1%	6	16.6%	6
31.5%	7	83.3%	7
5.2%	no answer		


COMPARISON
BES INSTITUTE/OTHER CONFERENCES
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0.0
Much Better
Better
No Answer
MARCH INSTITUTE
APRIL INSTITUTE

PART 4: Evaluating BES impact on Institute's participants and their programs.

The NTC has the potential for effecting major changes in the way teachers and administratros view and understand the field of adult literacy.

In order to assess the immediate impact and changes that the BES Institutes has had on the participants as a direct result of their participation in the NTC, they were asked if they would implement in their programs any of the major instructional methods, techniques and activities presented during the week of the Training. Four response options were provided:

1. Yes 2. No, but I plan to 3. No, and I don't plan to 4. *N/A

* The responses under N/A would correspond to: on the one hand, those participants whose programs' structure would not allow/be able to implement this activity; and on the other hand, those participants who had already implemented this activity in their programs.

RESULTS

MARCH INSTITUTE

The answers collected showed how the use of "generative" words, themes and issues in learning exercises (69%) as well as the development of additional materials to be used with students (73%) were something participants would do/try in their programs. They also reported that they were eager to implement BES writing techniques (59%).

Fifty-eight percent (58%) of participants would implement the Linguistics Manual immediately or in the near future.

Fifteen percent (15%) wrote that they would create a student organization committee; 20% felt that they would be planning to do so in the future.

Fifteen percent(15%) responded that they would use non-traditional ESOL techniques. A high number of participants did not answer. This high answer can be explained by two factors: the low number of people that attended the ESOL workshop and/or, the fact that the majority of the Institute participants were not ESOL teachers or were interested in such component.

The lowest percentages correspond to the workshop on the change in the approach from one-one-one tutoring to group instruction. This result is explained by two factors: on the one hand, some of the participants had already implemented this change; and on the other hand, others were in programs where they use both instructional methods (one-on-one and group instruction) at the same time.

APRIL INSTITUTE

The majority of participants had implemented or planned to implement most of the instructional methods/techniques presented during the Training Institute.

Fifty-seven percent (57%) of participants reported that they would implement the use of "generative" words, BES writing techniques and they
would link teaching objectives and classroom practice. The remaining percentages of participants answered that they plan to do so.

Seventy-one percent (71%) of the participants responded that integrating group instruction into their programs was not applicable. Again - as it was reported in the March Institute forms - this instructional method was already used by the

majority of participants prior to the April training, or in combination with the one-on-one instructional approach.

A considerable number of participants wrote that they were not going to use the Linguistics Manual* or they said that its use was not applicable to their programs.

* The majority of the participants were already using some kind of Phonetic/Linguistics Manual in their programs.

See attached chart on next page.

The results for both the March and the April groups only indicated future implementation plans and not actual implementation, since the evaluation form was to be filled out immediately.

As another indicator of BES Training Institutes' impact/benefits, participants were asked the following question: "What impact do you think the BES Training Center for Literacy Teachers will have on the field of adult literacy?". The participants had four options:

1.great impact 2.moderate impact 3.slight impact 4. none

The great majority responded that the Institutes would have a *great impact* on the field of adult literacy - 83% in the April group and 53% in the March group. The remaining percentages of participants selected the *moderate impact* option.

INSTRUCTIONAL METHODS IMPLEMENTED AS A RESULT OF BES INSTITUTES

MARCH INSTITUTE	Yes	Plan to	Do not plan	N/A
Integrate Group Instruction	26.30%	15.70%		57.80%
From one-on-one to Group Ins.	10.50%	5.20%	10.52%	73.68%
Linguistics Manual	26.30%	31.50%	10.52%	31.50%
Generative Words/Themes	68.40%	10.52%		21.05%
BES Writing Techniques	57.80%	15.70%		26.30%
Student Organizing Committee	68.40%	21.05%	15.70%	47.30%
Information Exchange	52.60%	21.05%		26.30%
Drama Techniques	31.50%	21.05%	5.20%	42.10%
ESOL non-Traditional Techn.	15.70%		15.70%	68.40%
Develop/Select Materials	73.60%	5.20%		21.05%

APRIL INSTITUTE				
Integrate Group Instruction	16.60%			83.30%
From one-on-one to Group Ins.	16.60%		33%	50%
Linguistics Manual	33%		33%	33%
Generative Words/Themes	66.60%			33%
BES Writing Techniques	66.60%	33%		
Link Teaching Objectives/Pract	66.60%	33%		
Student Organizing Committee	50%	33%		16.60%
Information Exchange	33%	66.60%		

"Have you implemented any of the following activities as result of the Training Institute?"

SUMMARY

Bronx Educational Services is an innovative program that tries to challenge professionals and programs on the field of adult literacy. Its phylosophy, methodology and committment to the local community have made it one of the most nationally recognized and respected adult literacy centers. The BES National Training Center for Literacy Teachers is an attempt to bring this challenge to a national level, by means of sharing with other adult literacy programs, BES's innovative efforts.

Based upon the results of the evaluations, the Institutes had a very positive impact on participants. Following is a summary.

PART 1: "ASSESSING THE INSTITUTES' GOALS AND OBJECTIVES"

The majority of participants thought the Institutes' goals and objectives had been achieved. Participants felt that the Institutes had helped them in using some of the BES instructional techniques (generative words, themes,...); in involving students in program activities and policies; in understanding the difference between traditional and non-traditional instruction; in understanding the roles of facilitator and learner in the non-traditional group instruction; and in helping to identify teaching objectives in literacy instruction.

PART 2: " EVALUATING PARTICIPANTS' PERSONAL OBJECTIVES"

The Institutes were relevant to the needs of literacy practitioners, such as to start/improve group instruction, and to learn about theme-based instruction.

PART 3: "EVALUATING BES WORKSHOPS AND ACTIVITIES"

The majority of participants felt that the workshops were very valuable. The highest percentages corresponded to those workshops on enhancing group instruction and on theme-based teaching. The interaction between BES students and teachers and the Institute participants had a very positive impact on the groups. Lower-rated sessions, for the most part, were those that had been scheduled simultaneously with others, and therefore, had a very low attendance, or were related to areas where participants were already using the techniques and methods discussed or could not use them due to the nature of their program.

When the participants were asked to compare the Institutes to similar adult literacy conferences they had attended, the majority of them perceived BES Institutes as "much better" .

One of the main challenges for the NTC planners is to offer an ideal training model where participants are immersed in the BES key elements through a balanced combination of theory and practice in the site of the local community.

PART 4: "EVALUATING BES IMPACT ON INSTITUTES' PARTICIPANTS AND THEIR PROGRAMS"

The survey showed that a high percentage of participants either had implemented or planned to implement most of the BES instructional techniques presented during the training. For example, a high percentage of participants wrote that they would use generative word/themes techniques in learning exercises, and BES writing techniques as well.

The success of these Institutes can be measured by the interest generated in them. Their popularity among the professionals in the field of adult literacy is another element that helps to measure Institutes' impact. This last element is very one important since one of the NTC planners' priorities is to offer a thorough study on the Institutes' impact. This would later lead to the development of a national network of innovative literacy practitioners. In order to fully evaluate this impact, a phone interview form has been designed to get information about the changes in participants' program as a direct result of the BES National Training Center. The phone interview serves two purposes:

1. To better identify educators/programs that BES staff would later assist through onsite consultation/follow-up training in implementing the ideas and methods presented at the NTC.

2. To better identify educators who would become part of the BES national network of "innovative" literacy practitioners.

With this information, the participants can be classified into the following groups:

Group 1: Prime candidates for BES national network of literacy practitioners.
Group 2: Prime candidates for BES technical assistance.

Thus, the NTC Institutes are just the starting point of an ambitious ongoing project that involves literacy practitioners in the creation of a national network. With all this positive evidence, BES National Training Center for Literacy Teachers is certainly on the right track to making a difference in the field of literacy education.

Appendix C

NATIONAL TRAINING CENTER FOR LITERACY TEACHERS

Follow-up Evaluation Form Report

INTRODUCTION

The National Training Center component is a fundamental part of BES. NTC has been evolving as planned during the last two years. BES has offered 6 National Training Centers since 1991.

However, in order to provide additional training, support and technical assistance to participants of past NTCs, an evaluation form was designed to assess the effects the initial training has had on the participants' literacy programs; the survey seeks to determine what changes have occurred in the participants' literacy programs as a direct result of their participation in the NTC.

SURVEYS

73 surveys were sent to the Institute participants: (the two last NTCs, those in February and April 1993, were not included in this study)

April 21-26, 1991
June 23-28, 1991
February 10-14, 1992
April 27-May 1, 1992

Over a period of nearly three months since the surveys were sent out, 29 completed forms have been returned. However, 60% are still outstanding. Nevertheless, it should be pointed out that 9 of the participants have left the literacy field. Others have left their programs and changed addresses. This makes it difficult to measure the impact, if any, that the NTC has had on the program.

INSTITUTE	FORMS COMPLETED
April, 1991	20.6%
June ,1991	13.7%
February, 1992	44.8%
April, 1992	20.6%

Looking at the figures, it can be seen that the highest percentage of surveys received comes from the February, 1992 Institute. This group of questionnaires covers the states of Georgia, Illinois, L.A., Michigan, Rhode Island, Tennessee and New York.

QUESTIONNAIRE

The survey is made up of 10 questions which are basically related to:

- the impact the NTC has had on literacy programs.
- the problems encountered in trying to apply some of the BES techniques, ideas and approaches.

In question #10, the focus is on the additional assistance and/or information participants need to implement some of the ideas, methods and strategies discussed during the NTC. Further analysis of this question will be a central part of the design of future follow-up training to provide additional support for participants who may need it.

DATA COLLECTION

QUESTION #1: "What were the most important aspects of the BES National Training Center for Literacy Teachers (NTC) for you?"

One of the things that the participants found most important in the NTC was the opportunity they had of seeing a program in action within a community. It was a clear example of the link between Freirean theory and actual practice.

A high percentage of the surveys emphasize the relevance that group instruction workshops had for them. The participants were also inspired by BES students' involvement in the program (Student Committee, students as staff members,...)

In connection with student involvement at BES, the learner's participation (student-centered curriculum,..) in curriculum development was appreciated. The feeling of community mentioned before could also be seen as being reflected in the classrooms where facilitators and learners created a learning, social and cultural community.

The participants' answers showed how the BES setting had been a great help to them in seeing the actual usage of the Linguistic Manual in the classrooms as well as its adaptation within the Freirean approach. Many expressed the same reaction to the generative-words, theme-techniques, BES writing techniques and drama techniques.

Another comment found in the surveys was the central role that the BES setting and the duration of the NTC have played in the creation of a network among literacy teachers across the country. Some centers have already started more professional collaborations with other centers. In other cases the simple contact and exchange of information during the NTC

was enough.

The different examples of alternative assessment as well as the exposure to different non-traditional resources were praised. In general, the participants expressed satisfaction in the way the NTC Institute had been organized (helpful handouts, trainers' flexibility to meet participants needs,...)

QUESTION # 2: "How has your participation in the NTC helped you with your work?"

First: The majority of the participants expressed their feelings of empowerment, excitement and rejuvenation that they got from the NTC. The BES setting had given them not just ideas but the enthusiasm to carry them on in their own programs. It was for most of them a great opportunity to see the transition from alternative teaching theory to teaching practice. Its materalization had given them enough strength and commitment to put into practice the BES model, or at least some of the things learned during the Institute.

Second: Many of them expressed how the Institute had helped them in making the transition from one-on-one to group instruction. In some programs, although the complete elimination of the one-on-one instruction approach was not possible, at least they have been incorporating some small group classes and BES group activities.

Third: The BES setting had influenced and helped other participants in terms of instruction as learner-centered. They felt that now back in their programs they were reflecting better students' needs and concerns in their classes. Some of them who had been silencing the community were now taking into account the voices of the community for the first time. In some centers students' input was now a central part of their program's growth.

Fourth: For others, learning about the Linguistic Manual and seeing its actual use in the classroom was crucial in their programs. A high percentage of the participants reported the use of the BES Linguistic Manual in their centers.

Fifth: Some of surveys stated how the BES dialogue journals and writing techniques as well as the use of generative words were now an integral part of their daily class routines. The observation of BES classes made all these techniques much more understandable and therefore, applicable to their respective programs.

Sixth: For a small group of participants, BES materials were a great help, such as handouts, lesson plans, theme-based materials, bibliography and book references.

QUESTION # 3: "What concrete changes have been made in your program due to your participation in the NTC?"

First: The majority of the programs now offer group instruction. Although in some of the programs the one-on-one approach has not been eliminated totally (and it will never be), they now have some group classes as well

Second: Many participants reported how their programs now offer training for teachers and tutors that mirror the NTC methodology. Previous to the NTC, some of the programs had had no formal training at all.

Third: Another concrete change is the incorporation of students on the Board of Directors in several programs, as well as the organization of a student committee. Others centers have already hired students as program staff.

Fourth: The incorporation of the Linguistic Manual, student-generative writing, and selection of materials to accomodate non-traditional methodology has been a reality in other centers. Participants expressed how they feel the change in themselves and their attitudes towards literacy instruction. Some have been very receptive to new ideas on alternative assesment.

Fifth: A considerable number of participants said that one of the most radical changes that they have experienced in the classroom has been the change in students' attitudes: more contact among them and more collaborative learning in the classroom.

Sixth: The contacts with other literacy teachers and programs.

Seventh: Some programs have been able to implement a Family Literacy component. Others plan to incorporate one soon.

QUESTION #4: "Have you done any of the following activities as a direct result of your participation in the institute of the NTC?" (See the attached Appendix)

Among the different activities listed in the survey and those which the participants implemented in their programs, the use of BES writing techniques got the highest percentage (11.6% of the participants are planning to implement them and only 15.3% answered that BES writing techniques are not applicable to their programs).

The use of group instruction, generative words-themes, student-centered curriculum, teacher/tutor training and the exchange of information with

other NTC participants got the next highest percentage. In reference to the implementation of group instruction, it is important to remark that although a high number of respondents recorded the use of this technique, there were also many who wrote N/A. These answers belong to those programs which are based totally on one-on-one instruction (and others that offer both kinds of instruction). The implementation of teacher/tutor training ranks among the highest percentages (only 3.3% of the answers were under N/A).

At the same time, the BES setting and the NTC have played a decisive role in the creation of a network among the participants. A high number of participants reported that they had kept contact with other participants and programs, creating a network across the country.

The use of the Linguistic Manual was also very popular among the participants who in previous questions had stated how beneficial the BES setting had been in this matter.

Through the analysis of the data it was clear that quite a high number of programs are already implementing or plan to implement a Native Language Literacy component (74%). However this figure may be misleading due to the fact that a lot of people didn't answer this question. This may explain why this percentage is so high.

The modification of the continuous enrollment practices and the increase in hours of instruction were not among the activities most implemented. However,in both cases, administrative obstacles made the change difficult or impossible. Ongoing staff development showed a high percentage under N/A (although later in question #10, the participants expressed their need of assistance on this point).

Many surveys reported that the non-traditional ESOL techniques were not applicable to their programs since they lack this component (only 34.6% reported their implementation). The percentage of answers for the hiring of students as staff/volunteers and the understanding of state/federal funding was the same 33.3%. In both cases, a higher percentage would fall under N/A (51%).

The lowest percentages correspond to the actual implementation of drama techniques (although 63% of the participants said that they were planning to implement them), Family Literacy program implementation (30.7% plan to start one), and fundraising capacity (55.5% said that this is not aplicable to their programs).

A small number of programs seem to have started student organizing committees; however, 44.4% of the programs plan to do it (and later in question #10, many of them asked for assistance).

QUESTION #5: "Comments on the changes"

The answers for this question were very diverse. On most occasions they ended up being a repetition of what the participants already had mentioned in question #5. In other cases, the comments were related to the obstacles encountered in trying to implement some of the BES techniques or

approaches (which in fact corresponds to question # 8 of the survey).

Following, there is a summary of the most relevant comments:

"...Things move slowly. I think more in terms of the process and not the outcome..."
"...Thanks to BES , changes in progress were a reality"
"..Journals and student-centered curriculum have been the main changes..."
"...Students feel empowered...they support each other...."
"...We definitely have a different approach to the relationship teacher/ student..."

A few of them commented on the success of some of the changes: Family Literacy programs, drama techniques and writing techniques. Others mentioned how they have been moving away from Laubach Literacy towards the Freirian methodology.

In reference to the students' reaction to some of the changes, the comments emphasized how in general the students' reading and writing abilities had improved. In some cases, students' involvement had meant the creation of student organizing committees or their involvement in the Board of Directors and/or staff. At the same time, students attendance and retention seemed to have increased

QUESTION #6: "Other changes as a result of your participation in the BES National Training Center for Literacy Teachers"

As a result of the implementation of some of the BES writing techniques and other activities, some programs cited surprisingly higher reading and writing levels.

In general the thing most commented in question #6 was students' change in attitudes. On the one hand, there has been a re-examination in learner leadership. Learner input is now a fundamental part of some programs. On the other hand, a sense of community has been growing among not just learners and teachers, but also among tutors, learners, parents (a participant mentioned the creation of a Childcare Program in the Center). In some cases, through student organization, other classes and activities have been created (Ballet Folklorico classes, Guitar classes, Aerobics classes, Country Dancing classes, ...).

In other instances, giving voice and listening to the community of learners has shown the need to hire bilingual assistants ("...and we really don't know how we did it before without them ...").

The training of teachers as well as staff development meetings are now an integral part of a significant number of programs.

And again, as it was already mentioned in several of the previous

questions, one of the most effective changes among the NTC participants has been the creation of an across-country network of information.

QUESTION #7: "Have you observed changes in your students as a result of the program changes you made after participating in the NTC?"

Among the surveys the most significant changes were students' more self-assured attitudes and the improvement in their writing proficiency. Students' oral communication (13 %) and students' involvement in planning program activities (13.7%) were also among the highest percentages.

Among these comments there were others that emphasized the learner's involvement with family members through some of the activities and discussions that now arose in the classes. At the same time, students' attitudes in the classroom had changed from a passive role to an active one, supporting and helping each other (and even ecouraging others not to quit).

In general, there was agreement that the students' changes were a direct result of both the program and facilitator's new attitudes.

STUDENTS' CHANGES	%
Attendance	12%
Fewer drop-outs	8.6%
Reading Proficiency	12%
Writing Proficiency	14.6%
Oral Communication Proficiency	13%
Self-assurance	17.2%
Activities planning	13.7%
Involvement in the Communities	8.6%

QUESTION #8/9: "What obstacles, if any, are obstructing the implementation of the BES model at your site?"

The most common problem encountered was the continuous enrollment that some programs still have (some of them with no possibility of change). Some participants commented that the difficulty in trying to apply any change was basically in the lack of control of students'

attendance. This was linked to the fact that in many programs there are continuous staff change and recruitment. Inadequate funding was another obstacle that seemed to be crucial in the implementation of some of the things shared in the NTC. This meant inadequate rooms, materials and facilities in general.

Other cases stated the opposition that some teachers and administrators have shown to any change in their center ("...some teachers are specialists in their fields or have been teaching for a long time and they don't want any change..").

Other more specific problems were the ones encountered in rural areas where the lack of funding, lack of personnel made any attempted change very hard. These programs function in one-on-one instruction, and tutoring seems to be the best kind of instruction due to their specific circumstances.

OBSTACLES	%
No obstacles	6.2%
Continuous enrollment	25%
Inadequate Recruitment	14.5%
Administrative Resistance	16.6%
Teacher/Tutor Resistance	8.3%
Student Resistance	10.4
Inadequate Funding	18.7%

QUESTION #10: "What additional assistance and/or information do you still need to implement some ideas, methods and strategies presented/discussed during the NTC?"

The answers to this question were in general quite diverse and they depended very much on each center's/participants' specific needs. However, among the answers, it seems that a high number of comments emphasized the need for new training to refresh the ideas shared in the NTC. Some of them commented that the training was a long time ago and they felt new training was necessary.

Other answers more specifically referred to the need for a workshop on student organizing and on the benefits of group instruction as well as on volunteer/tutor training.

Folowing there is a s ımmary of the kind of assistance that some participants feel they or their programs need:

Drama Workshop
Writing Techniques
A Training Video
ESL Teacher Help
Fundraising Ideas/long term funding
Linguistic Manual Training
Spanish Literacy Program (how to start)
Follow-up workshop at the BES setting /New BES developments.

Appendix D

BES NATIONAL TRAINING CENTER FOR LITERACY TEACHERS

FOLLOW-UP PHONE EVALUATION FORM

TOTAL SURVEYS: 35 (out of 89)

NUMBER OF INTERVIEWS: 33 individuals

Omega School : Judy Spring (Director)*
Judy Campbell
WI

Indian Hills Community College: Joanna Bartos (Trainer)*
Cindy Burnside
IA

Southern State Community College: Karyn Evans (Director)*
Carolyn Hastings
OH

Houston Read: Margaret Doughty (Director)*
Patricia Cunnigham
TX

NUMBER OF PROGRAMS: 30 programs

El Paso Community College (TX)
Madison Literacy Council (WI)
Tunica Volunteer Adult Literacy (MS)
Rockford Area Literacy Council (ILL)
El Paso Public Library Literacy Center (TX)
Albany Park Community Center (ILL)
Dorcas Place (RI)
L.V.A Flathead County (MT)

Blue Gargoyle (ILL)
Omega School (WI)
Waterman Center (MI)
Project Baseline (MI)
Lanier Technical Institute's Adult Literacy Program (GA)
Adult and Family Learning Centers (KS)
Center for Adult Reading and Enrichment (TN)
Community Learning Center (MA)
UNM- Valencia Campus (NM)
Chula Vista Literacy Team (CA)
Adult Basic Education (VT)
Hamilton Terrace Learning Center (LA)
Project Independence (LA)
YMCA - Operation Mainstream (LA)
Pima County Adult Education (AR)
Portage Adult Education (IN)
Indian Hills Community College (IA)
Adult Learning Center (TN)
Fayette County School System (TN)
Dekalb County Adult Education (GA)
Southern State Community College (OH)
Houston Read (TX)

1ST GROUP/ NETWORK: 11 programs
Programs and educators that:

a. have already implemented the majority of the BES methods.
b. relationship with BES staff.
c. position of power.
d. excitement/willing to change

Houston Read
UNM - Valencia Campus
Lanier Technical Institute's Adult Literacy Program
El Paso Public Library
Dorcas Place
Omega School

El Paso Community College
Community Learning Center (Cambridge, MA)
Blue Gargoyle
Rockford Area Literacy Council
Adult Learning Center (Harriman, TN)

2ND GROUP / TECHNICAL ASSISTANCE-FUTURE NETWORK: 8

Programs and educators that:

a. need technical assistance / have implemented "some" of the BES methods.
b. individuals in no power position (instructors, tutors,...)
c. "some" excitement.

Adult Learning and Literacy Center (Judith Ulrich retired)
Tunica Volunteer Adult Literacy
Southwest Vermont
Madison Literacy Council
Pima County Adult Education
Fayette County Adult Basic Skills
Indian Hills Community College
Southern State Community College

3RD GROUP / TECHNICAL ASSISTANCE / OTHERS: 11

Programs and educators that:

a. no power positions- tutoring,.../ no possibility of future changes.
b. no implementation of NTC methods.
c. lack of interest
d. need technical assistance

* In some cases, while these practitioners may desire follow-up technical assistance, the amount of help they would need would be far beyond what BES staff could provide.

NETWORKING PROGRAMS

Question #6 : "Under which condition(s) would you be available and/or interested in becoming part of a national netork of literacy practitoners?. Would you be interested in traveling?."

Question #7: "Would you have any obstacles in becoming part of this network of literacy practitioners? Which obstacles?."

- In general, no problems in traveling/ no area limitations except for four cases in which they would prefer to travel around their own areas.

- need for funds.

- coordination with their own programs.

- scheduling (e.g: weekends,..)

- if no funding, air fares.

Question #8: "What would you like to see result from a national network of practitioners?".

- seminars on things successful to each program.

- make library programs aware of this network.

- finding out more about continuous funding sources (solutions).

- help other programs to start.

- no duplicate services

- how to combine group instruction with one-on-one instruction.

- umbrella for research.

- get acquainted with other programs.

- uniformity across states - inified objectives - organized voices.

- directory of what each program offers (nationwide).

- dealing on student retention.

- Spanish literacy/ non-traditional approaches.

- non-traditional ESOL approaches.

- vehicle for the dissemination of information (newsletter, periodical,..).

- conferences - regional conferences.

- Annual meetings.

- resources - trading materials.

- some programs becoming key training providers for certain areas.

- vehicle for an organization for active student participation.

TECHNICAL ASSISTANCE **(2ND/3RD GROUP)**

- training on-site.

- teaching writing techniques.

- teaching multi-level techniques.

- help in training progressive tutors.

- help in fundraising progressive teachers.

- help in getting support from the Board of Directors.

- working with the BES student committee.

- trading bibliography, books, "ideas"...from BES.

- workshops on training.

- follow-up workshops

- BES video.

- help with the Linguistic Manual.

- becoming trainers.

Appendix E

FOLLOW-UP EVALUATION OF CALIFORNIA LITERACY PRACTITIONERS WHO ATTENDED THE BES NATIONAL TRAINING CENTER

Results of Follow-up Survey

BES has provided significant training and consultation to literacy practitioners in California as part of the National Training Center (NTC). Evaluation is an integral component of these activities. The staff regularly assess the quality of NTC Institute workshops and technical assistance efforts through a variety of procedures including periodic surveys, onsite observation, telephone interviews, focus group interviews, and journals maintained by the staff, literacy practitioners, and students. This section of the Final Report presents the results of a follow-up survey administered to six California practitioners eight months after they had attended the NTC.

The survey probed four main issues:

1) changes that occurred in literacy programs as a result of the NTC;
2) changes that occurred in students as a result of the NTC;
3) obstacles to implementing BES methods/techniques; and
4) additional assistance needed to implement BES methods/techniques.

Results are discussed below.

Program Changes

To assess the extent of program change, California practitioners were asked if they had implemented any of the BES instructional methods and techniques presented during the Institute workshops. Four response options were provided: 1) *Yes, 2) No, but I plan to, 3) No, and I do not plan to, 4) Not Applicable (NA), I already was doing this activity prior to the BES Training Institute.* **Figure 1** presents the results.

As this figure indicates, the vast majority of practitioners said that they had used (or were planning to use) most of the instructional methods presented during BES training. In fact, all practitioners (100%) had incorporated generative words, themes, and issues in learning exercises; and five of the six practitioners (83%) had used the BES *Linguistics Manual* in class. The remaining methods were used by two-thirds of the practitioners, with one exception: non-traditional ESOL techniques; here, most people indicated that the use of ESOL methods was "not applicable."

The survey also examined changes in program administrative practices. According to **Figure 2**, a number of significant changes were made. All administrators (100%) said that they had enhanced their teacher/tutor

Figure 1

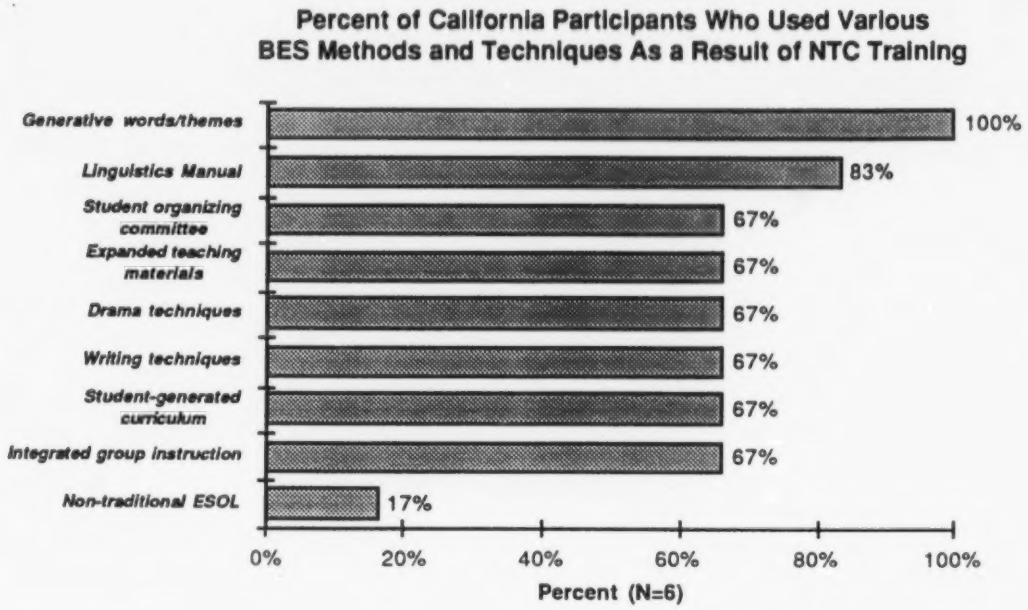
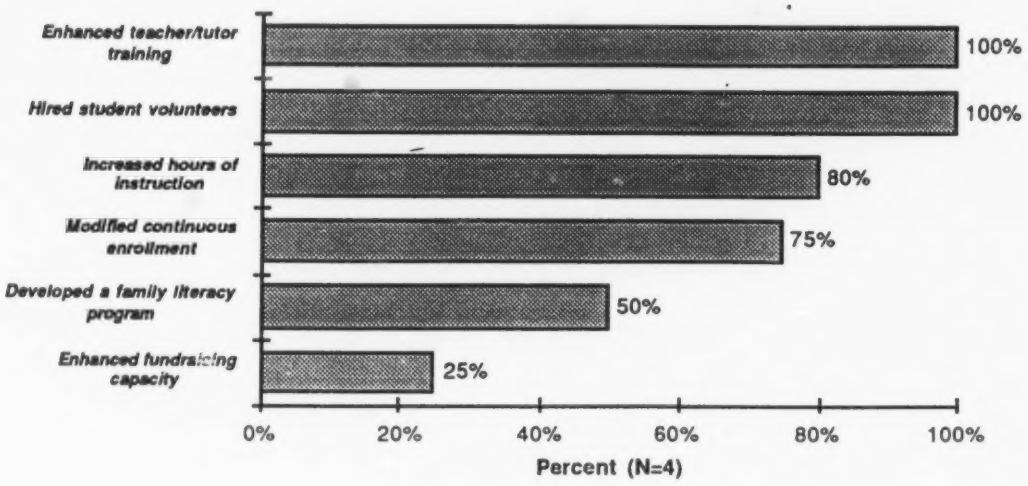


Figure 2



training, and had hired students as staff/volunteers because of the NTC. Three-quarters or more had increased hours of instruction per student (80%) and modified continuous enrollment practices (75%). Two administrators had even started a family literacy program because of the BES Training Institute.

The following open-ended comments support the "hard" data. The comments were made in response to the question: *How has your participation in the BES Institute helped you with your literacy work?*

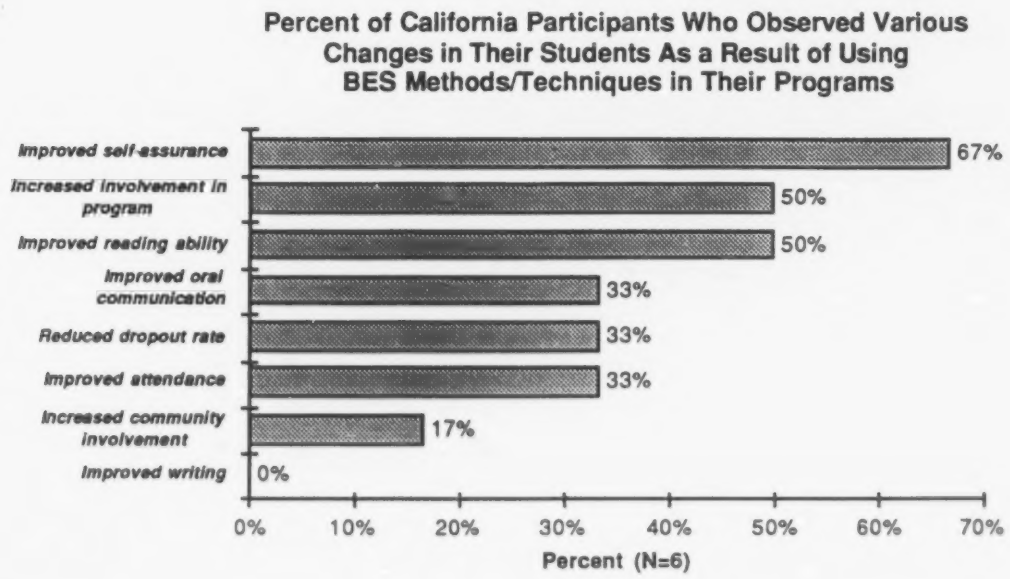
> I have designed tutor training for volunteers incorporating theme-based teaching. I have been experimenting with themes and the BES manual in the groups I teach.
>
> I took the idea from the student meeting (at BES) to get people more involved in the program. In July I started having student meetings. I have them once a month and have gotten great ideas from the students and also lots of support from the staff.
>
> My participation introduced me to new ways of extracting learning from students. The literature and information I received allowed me to put learner-centered education into practice.
>
> I was able to develop themes for whole group interaction. The *Linguistics Manual* has helped students to improve their short letter vowels.
>
> I have used the themes in small groups and also one-to-one instruction.

Changes in Students

California practitioners were asked to identify changes that occurred in students as a result of using BES methods/techniques in their programs. The results are displayed in **Figure 3.**

Overall, the changes in students could be described as moderate, at best. In only one area -- self-assurance -- did more than half of the respondents observe any change. These results are not unexpected given that most practitioners are still "experimenting" with different BES learning techniques. As one person commented, *It's too early to see changes in students because we're still playing around with lots of program changes.*

Figure 3



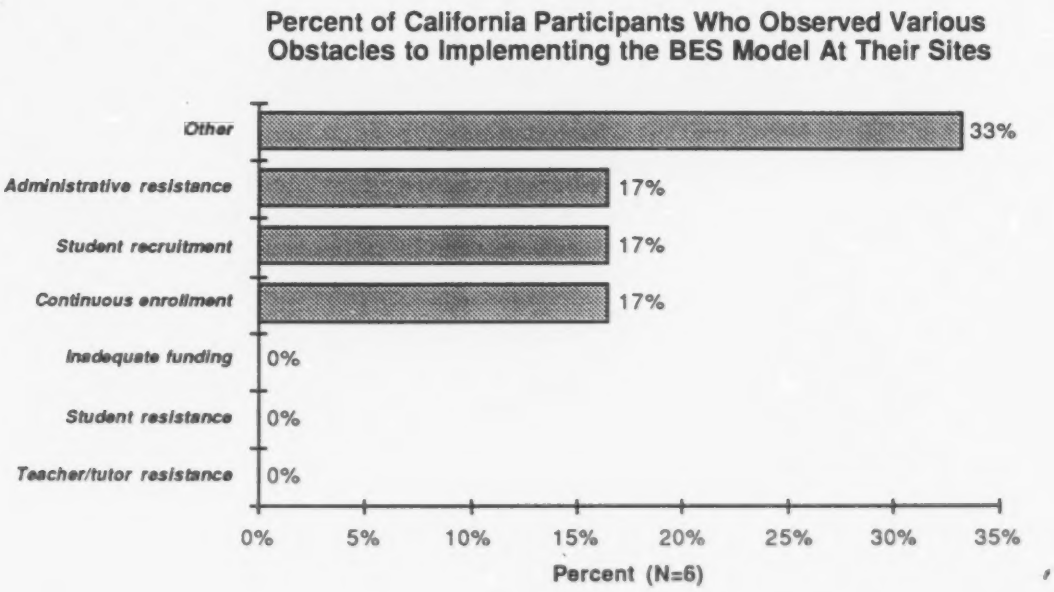
Obstacles to Program Implementation

Obstacles to program implementation were assessed by asking the practitioners to check from a series of options, those that they considered as interfering with the application of the BES model. The results, shown in **Figure 4**, suggest that the group experienced minimal obstacles to BES implementation. Only one category -- "other" -- was selected by more than one person. The two people who chose "other" cited the following obstacles: 1) staff turnover; and 2) students at different reading and writing levels.

Additional Assistance Required

For the most part, practitioners indicated a desire to continue "experimenting" with the BES model before receiving further assistance. One practitioner asked for a new *Linguistics Manual* -- an item that the BES staff is revising. Several persons felt that they were adequately prepared by the staff and did not see the need for additional assistance.

Figure 4



Discussion

A major objective of the NTC was to improve the literacy work of California practitioners who participated in BES Institute workshops and consultation activities. Based upon follow-up survey responses of administrators and practitioners from six sites, this objective has been achieved. The majority of respondents either had implemented or planned to implement most of the instructional methods presented during BES training. Methods such as generative words and themes, drama techniques, writing techniques, non-traditional group instruction, and student organizing were adopted by most sites as a direct result of the NTC Institutes. In addition, various administrative changes took place at these sites including improved teacher/tutor training, increased hours of instruction per student, and modified continuous enrollment practices. These changes have occurred without major setbacks/obstacles that are so common when new practices are implemented. Most importantly, the changes have produced a modest degree of impact on students.

In conclusion, many positive changes are taking place in California literacy sites because of the NTC. As further BES training and technical assistance activities occur, moreover, the level of impact is expected to increase.

Appendix F

BRONX
EDUCATIONAL
SERVICES

965 Longwood Avenue, Room 309 • Bronx, N.Y. 10459 • (718) 991-7310

ALAMEDA COUNTY LIBRARY ADULT LITERACY PROGRAM
TUTOR PREPARATION TRAINING

Evaluation: Bronx Educational Services

Bronx Educational Services (BES) has received a grant from the National Institute for Literacy to provide technical assistance (TA) in group instruction and teacher/tutor training to programs in California. The Alameda County Library Adult Literacy Program has agreed to videotape its series of tutor preparation workshops. The program will then modify its training. In early 1994 BES staff will travel to Fremont to observe the new series of workshops. BES and Alameda will collaboratively assess the new training. One of the goals is to integrate a small group component into the training.

BES received eight video tapes which illustrated Modules A through E, plus the jail literacy component of Alameda's tutor preparation training. On the whole, BES found the training to be well organized and innovative. Alameda divided the training among several members of its staff demonstrating true team work. In addition, the participation of various trainers added diversity to the workshops. The activities were varied and process oriented. Small group exercises were combined with lecture format. Often times theory was made concrete by providing hands on participation for the tutors. There was plenty of time for discussion. Feedback was also encouraged after every session. Therefore, changes were made in subsequent modules in response to tutor reactions.

In order to simplify the evaluation process, BES will address each module separately and then provide a final assessment summary.

— Bronx Educational Services Is A Not-For-Profit Organization —

Module A

Two trainers facilitated the activities of the module. The first facilitator introduced herself and other members of the library literacy program to the tutors. She then provided a clear and concise description of the Alameda program. The tutors were then quickly paired up to introduce each other, discuss something about which one felt a lot of "passion", and to state a goal that each had as a tutor. The interaction was genuine and lively. Tutors were then asked to introduce their partners and responses were written on the board.

The next activity involved student goals. The facilitator passed out to the tutors cards with student goals listed on them. The facilitator then asked tutors to disclose what was said on their cards and she listed them on the board. This is where BES felt the first modification should take place.

Why hand out the cards if the tutors are just going to sprout them back? The goal of the activity was that participants observe that student goals were much more concrete than tutor goals. Alameda trainers could have had student goals already listed on newsprint reaching the same conclusion in a much more efficient manner. However, the next activity which involved a small group exercise of actual case studies when tutor and learner goals interfered with tutor/learner interaction and adversely affected the instructional plan, was excellent.

The next activity was labeled "force field analysis" led by a second facilitator. BES did not really understand the point of this exercise. The tutors were asked to delineate negative and positive influences on students lives that may affect their learning. It seemed that the facilitator had several goals: 1) to have the tutors realize that learners may have the same positive and negative influences as do the tutors; 2) to dissuade tutors from trying to control the factors in learners' lives; 3) to encourage the tutors to accentuate the positive--not the negative.

Since most of the participants of the workshop were beginning their tutoring careers and may have unrealistic notions of the characteristics of learners, a more effective activity might have

been one in which tutors brainstorm who they perceive are the learners. Alameda can then provide a concrete list of the learners in the program. For example: Learners are car owners, parents, welfare recipients, carpenters, high school dropouts etc. This would provide concrete examples that learners and tutors are not that different.

BES also felt that many of the questions asked by the facilitator were leading questions--not encouraging critical thinking.

Module B

This module had one facilitator who also appeared on all subsequent modules, except for jails literacy. The agenda items for this module were: journal writing; approach to literacy instruction; teaching techniques; comprehension; daily evaluation.

Journal Writing

There seemed to be no rationale for introducing journal writing at this point. It was not clear whether the facilitator was recommending tutors keep a journal of their tutoring experiences or advocating that they encourage students to keep journals. The tutors did not seem clear either. They asked questions about learners' speech patterns, spelling, etc., which the facilitator put off by stating that those questions would be discussed during the next module. At no time did she get to the philosophical underpinnings of journal writing and why it is such an effective pedagogical technique. This should have been introduced during Module C when "writing" is an agenda item.

Approach to Literacy Instruction

The facilitator contrasted the more traditional banking method of education versus learner centered education where one draws on learners' strengths. She concluded by stating that the approach used at Alameda was the "whole language approach". BES would counter that Alameda's philosophical approach is learner centered, and whole language is one of the techniques used to advance that philosophy. However, these differences are just a matter of semantics.

The next exercise was a very interactive small group activity where tutors were given a sheet of paper with unfamiliar symbols from which they had to gather meaning. The goals were to analyze the processes they go through to understand unfamiliar text and to identify with the struggles that adult new readers experience. BES believes those goals were met. BES feels that using cloze activities for context clues should also have been demonstrated in a concrete manner.

Teaching Techniques--Dealing with Learner Deficits

There was a good introduction to the power of language experience stories when tutors compared a Laubach reader story with one dictated by a learner. They were then shown a Literacy Volunteers tape demonstrating how a language experience story is generated.

After more discussion about language experience, by using various reading passages the facilitator illustrated how mature readers use prediction as a strategy. She then demonstrated using context (sentence and situational) and sight word recognition. The latter activity was very concrete which made it especially successful. A discussion on using phonetic clues followed where the facilitator emphasized that phonics should primarily be used in a meaningful context and that one should concentrate on patterns as opposed to attacking a word sound by sound.

Comprehension

The facilitator initiated the comprehension portion of the workshop with several full group activities. Tutors were asked to read short reading passages written on newsprint where some information was omitted (such as the title) reader. This led to a discussion about the processes that mature readers do to comprehend unfamiliar material--predict, validate, document, integrate, experience.

BES takes issue with the way Alameda isolates comprehension as an agenda item. In addition, there was a lot of time spent on "balancing word recognition." This should be labled "balancing the reading process." Word recognition is just one part of the reading process.

Case studies of learners who have "unbalanced" reading strategies should have been used. The tutors could have analyzed the weaknesses and strengths, and discussed the techniques to overcome the deficits. (Attached are case studies used in BES trainings).

Though most of the small and large group activities were excellent in the module, BES felt that tutors should have been asked to examine the processes they go through to comprehend as "real" readers. Rather than use the reading passages on newsprint, which seemed contrived to get one particular answer, tutors should have been discussing what they read for pleasure, at work, etc.

The weakest part of this module was the "teaching techniques" section. BES felt that the tutors were provided with insufficient concrete teaching techniques to assist learners with the reading passage. (For example, how to effectively use cloze exercises was not discussed). It is possible, that these concrete techniques were available to tutors in their training packets. (A copy was not provided to BES). However, real hands on exercises would have been helpful.

Module C

The two trainers in this module interacted very well. They supported each other when necessary, and presented independently when necessary. The agenda items for this module were: review whole language; review comprehension; directed reading/concept mapping; process oriented writing, preparing to write, homework assignment; evaluation.

Whole Language and Comprehension Reviews

The facilitator reviewed what was featured in the previous session. Again, by using actual case studies tangible teaching techniques could have been demonstrated. She then reviewed the skills needed to read: context skills, sight word recognition, word pattern recognition and phonetic skills. All these items were reviewed efficiently. However, though there were some games demonstrated to assist in recognition of sight words, there was no

discussion why these words are so difficult to learn. Furthermore, what is a sight word was never defined. BES' notion is that an inexperienced tutor would believe that a word like "were" would be easy to learn. But, it's not because it is a non-phonetic word that is difficult to visualize in terms of meaning. A concrete discussion about these types of problems should have taken place with the tutors.

An activity that was very successful was one that began with the game "hot potato." A language experience story was developed from the game. The facilitators then illustrated how to generate word patterns from the story. It was a concrete example of the whole language approach.

Questioning for comprehension was demonstrate by asking tutors to pair up, read a passage and generate literal, interpretive and active questions. This activity was successful--good interaction among the tutors and adequate questions were developed. However, there should have been some evaluation of the interpretive and action questions some of the tutors created. BES didn't find all of them to be real open-ended questions. One of the facilitators made a good point to the tutors. She advised that it wasn't really important whether a question is active or interpretive. What's important is that one get past the literal.

Directed Reading/Concept Mapping

A tape that demonstrated concept mapping as a comprehension tool was shown. Concrete exercises were demonstrated and tutors worked in small groups and "concept mapped" a reading passage. All activities were effective.

Writing

This was a particularly strong segment of the training. The connection between reading and writing was made; meaning was emphasized rather than grammar, punctuation, etc. How to revise and respond to writing was dealt with effectively.

What BES felt was missing are actual techniques in generating writing with reluctant and/or beginner writiers. In addition, there was an activity where the tutors were partnered to come up with a topic that each of them wanted to write about. However, that

process may not be so easy with a real beginning reader. Sometimes one has to "suggest" a topic for students by using poetry, pictures, etc.

It is clear that content should be emphasized before spelling, grammar, punctuation, etc. However, a learner expects the tutor to deal with these items. Therefore, techniques such as invented spelling should have been highlighted.

Module D

The three main topics of this module were small group tutoring, peer teaching experiences, and writing review.

Small Group Tutoring

This session began with an LVA tape about small group tutoring. Though it was effective, it seemed rehearsed. Beyond the tape, small group tutoring was not stressed strongly. (Though several of the facilitators in all the modules did talk about the power of groups for discussion, writing, peer teaching). BES realizes that Alameda has a separate training for tutors interested in small groups. BES looks forward to observing one of those workshops.

Peer Teaching Experience

To be honest BES did not understand the point of this activity. Tutors at a table had to learn an activity. Then each one of them was given a different color dot, and asked to move to another group and then to teach the activity that he/she had just learned. Was the aim of this exercise to have tutors identify as learners? BES needs to disuss peer teacching with Alameda staff.

Writing Review

Concrete writing activities were demonstrated such as mind mapping and using photos were demonstrated in small groups. Another exercise gave tutors the opportunity to respond to each other's writing. The two facilitators interacted with the groups in a very effective manner.

Believe or not, the one modification that BES would make in this module would be less small group work! This will be discussed in the summary.

Module E

This module included an overview of the family literacy program at the Alameda Library. In addtion, each tutor selected a children's book. There was discussion about why the books were appealing and how they could be used with adult learners.

Practicing Tutoring

Tutors worked in small groups. Everyone in the group had developed a lesson plan. Each one had to take turns teaching that lesson to the others in the group. Therefore, everyone had a chance to be the teacher and a learner.

BES was not particularly impressed with this activity because there was no assessment of the lesson plans people developed. Most of the tutors either brought in a game or developed one. However, some of the activities seemed inappropriate for any level. On the other had, some of the activities would have been successful with most learners. BES may sound like a broken record, but perhaps providing the tutors with case studies based on real learners and then asking them to develop a lesson, would have been more successful.

Choosing Materials/Learner Goals

Choosing materials and learner goals are interconnected. The video tape used for this topic was excellent. BES was particularly impressed that the tutor was not being showcased as a model tutor. She made mistakes! The video tape also illustrated how a reluctant learner can "come around" if a tutor respects the learner's needs.

Jails Literacy

Having never ventured into that area, BES did not feel qualified to evaluate the "jails literacy" session. Though it is logical that the bureaucratic rules of the prison institution have to be made clear, there must be a better way to present them other than the facilitator reading them out loud to the tutors. Small group work and some analytical activities definitely seemed warranted.

Summary

On the whole, BES was very impressed with the Alameda County Library Adult Literacy Program's Tutor Preparation Training. The learner center approach was well demonstrated. Tutors took part in numerous critical thinking and hands on activities. Respect for learners' experiences, goals and needs were emphasized throughout.

BES does not believe the training needs major modification. In fact, there are very few agenda items in the modules that BES would suggest be omitted. However, some additions and rearranging seems warranted. Therefore, BES will summarize the omissions and modifications. The effective activities are documented in the body of the evaluation report.

Omit the force field analysis activity. It was presented during the first session where tutors were still uncomfortable in a new group environment. The facilitator tried, but couldn't, get information about learners from the tutors. She, therefore, spoke too much and asked either leading questions or inappropriate ones. During the first session, more information should be "given" to the tutors until they feel more confident in providing the information.

The other suggested omission is the inclusion of the student in the first session. BES believes when a learner participates in a workshop, the goal should be other than just giving testimonial.

The videos used throughout the training showed students in actual learning situations. An example of how a "real live" learner could have been used is she could have shared a piece of writing with the tutors. She could have shown the drafts it took to get the final product. In other words, she could have illustrated what process writing accomplishes.

As was stated before, BES believes some "rearrangement" has to take place. The training was not balanced in terms of small group activities. (This is a problem that BES has also had in its trainings).

During Module A and B, not enough small group work took place. By the time one reached D and E (especially D!), there was too much group work. At times it seemed that tutors needed more information from the facilitator, rather than getting it from each other. BES

realizes it is difficult to find the right balance of concrete activities and information and process-oriented activities.

The writing portion of the training was one of the highlights. However, journal writing should have been thoroughly addressed during Module C. In addition, working with reluctant/beginner writers should be a specific agenda item. Furthermore, samples of how Alameda staff corrects learners' work should be illustrated.

As was said numerous times, case studies should be used more often. Tutors can then be asked to develop lesson plans or activities for "real live" learners.

Finally, though Alameda did an excellent job when tutors evaluated the workshop at the end of each session, there must be a way for Alameda facilitators to assess the activities, lesson plans and questions that are developed by tutors. In other words, the tutors evaluated Alameda's training, but the staff did not assess the tutors.

BES is looking forward to its continued collaboration with Alameda. However, the programs must initiate a process where BES' technical assistance is evaluated. Both organizations can only benefit from that process.

NOEL

Noel and I were working one-on-one, while other students in the class worked in small groups. Noel was reading orally, from an article about what to do when a fire occurs in the home. After giving some tips on coping with small fires, the article advises that,"If the fire is large, then call the Fire Department." The page is illustrated with a picture of a hand dialling a phone. Noel read smoothly up to the word "Department," and then halted. He struggled with the word, spelling it out repeatedly, one letter at a time.

After a minute or so, I asked, "Noel, if there was a large fire in your home, who would you call, the fire what?" He seemed unwilling to listen to the question, and did not answer. He continued to mouth the letters of the word, without successfully decoding it.

DWIGHT

Dwight was reading to himself during a session of independent reading in class. He had chosen the book himself, and had seemed interested in it. He was able to read most of the words without assistance. I was circulating among the students, and after a while I approached Dwight and asked if he could talk with me a little about what he had been reading. He replied, "I can't deal with what it's about right now; I'm concentrating on getting the words."

ROSA

Rosa entered a class in Bronx Ed. as an absolute beginner--she had almost no experience with reading, and little knowledge of letter/sound relationships.

In the Spring I worked with her one day in a small group of fairly beginning students who sometimes worked together within the larger class. Rosa was reading orally from a book called Take Away Three, about a couple with marital problems. She enjoyed the book, but generally needed considerable assistance from a student or teacher.

At the bottom of one page, we read that the husband in the book received a letter from his wife's lawyer. Rosa laughed and said "Aha! Divorce!" Turning the page, she read, without hesitation, "Carol was filing for divorce."

Appendix G

LEAPING HIGH FOR EDUCATION

Literacy For Every Adult Small Group Newsletter Fall 1993

Who we are.
Where we come from.

My name is Ginger Idella Gibson. I'm from Shelby Mississippi. I was born in 1927. I was a farmer in the early forties. My family and I were hard workers. I moved to Cleveland, Ohio in 1952 and worked there until I retired. In 1979, I moved to San Pablo, California. I live in Richmond, California now.
Ginger Gibson

I'm Artis Proctor from Richmond, California. I was born in San Francisco, and grew up in Richmond, California for 43 years.
Artis Proctor

I was born in Poland in 1935. We were invaded in 1939 by Germany. In 1943 we were taken to Germany. I come to the United States of America in 1949 and landed in New York. Now I live in California. I am so glad I came to LEAP (Literacy For Every Project) to learn to read and write.
Mary Wells

I'm from Trinidad. I came to the United States November 23, 1987. I started the LEAP reading program in 1992. I came from a long way.
Inez Cardinal

I wanted to reunite with my mother in California so I asked my Aunt if she could give me some money and I would pay her back.

When I came to this state I had a tin suitcase. I wasn't worried about the suitcase, I was worried about getting here. It took two and a half days to get from Texas to California. I rode from Santa Fe to Richmond, California and it was a good ride.
Dorothy Manning

My name is Concetta Abraham. I was born in Santancilo di Lombardi near Naples, Italy. I live in Richmond, California now and I like it very much.
Concetta Abraham

I am Richard E. Hill, Jr. I was born in Carthage, Arkansas in 1947, seventh month, fifth day. I was a farm boy. I had a hard life. I came to California in 1973, third month, eighth day.
Richard E. Hill, Jr.

My name is Ramon Munguia. I was born in Tamazula Jalisco, Mexico in 1954. I came from a big family and we farmed beans and corn. In 1975, I came to California .
Ramon Munguia

LEARN TO READ

Anybody can learn to read. Don't let anybody stop you. I want to learn to read and write well. Just go and do it. No matter where you are the knowledge to read and write is always present. You must know how to understand mathematics to pay your bill. You have got to have good will power to learn. Just don't give up. Learning is a weapon that we use when we are angry at ourselves, because we can't read a book or a newspaper.

By Mary Wells

Help Yourself

You have to help yourself. If you need help, somebody is always there to help. Learn no matter where you are. Don't be ashamed to ask when you don't know. You have the power to learn and make progress. Don't be discouraged. Always have a good attitude.

By Concetta Abraham

LEAP POWER

I am happy to say in a community we do have a good program, and can say LEAP has a lot of power. If you can't read LEAP will teach you how. If you are a beginner in reading, they will help your to get your vowels together to start to read.

I have been a student here at LEAP for four years. I know I came from a long way. My spelling was so bad, but I have you to know it is much better now. I thank God for LEAP. I can read and write better.

My tutor pushed me so hard when he was my teacher. I'm so glad he pushed me like that. It helped me so much. I like this school because you can learn so much. You can learn anything you put your mind to do.

You know it is bad when you can't read or write. You cannot communicate with your people and friends. When you finish your studying you will be able to help others, and your grandchildren.

I will tell everyone to come to LEAP and learn to read and write, so they can help their love ones and children. When you can't read or write you are handicapped. You don't need to be handicapped.

I like homework. I am studying to be a writer, and LEAP will help me to reach my goals. Just work hard in school, and it will pay off soon.

By Ginger Gibson

ALWAYS SOMEONE THERE TO HELP ME

When I am at LEAP, there is always someone there to help me to read. If I need help, someone will help me. I need to learn to read because I am a new reader.

I would love to be able to read my bible. No one could tell me what something means if I could read the bible for myself. I want confidence in my belief, not what someone else said.

I would like to help my children with their homework if they need it. I would love to be able to read the signs on the freeway of the roads I travel over everyday.

I would like to be able to stand on my own two feet. I would not have to ask anyone to help me. I have made a big improvement by helping myself with more help from my tutor. My tutor helps me to break down the words so I can sound out the words by myself.

After I finish LEAP, I will be able to see the world more clearly. I don't know how long it's going to take me to finish LEAP, but I was told to take as much time as I needed.

By Richard Hill

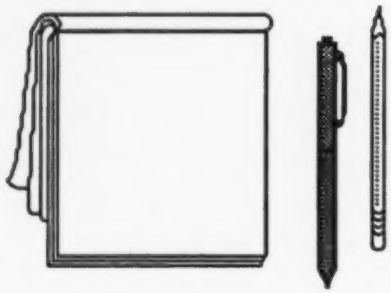
WHY ARE READING AND WRITING IMPORTANT ?

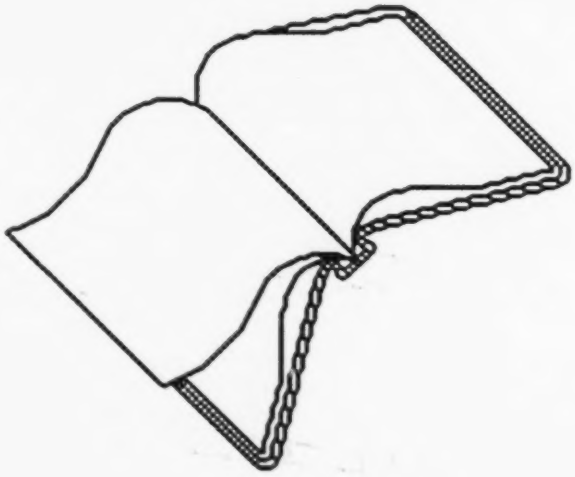
I think that learning reading and writing are important because when you are a better reader and writer you could get a better job. And, you can have less problems with people or jobs, in the streets or in the office. And, you could make better money for your future.

In 1975 when I came to the United States for the first time I had a little problem because I didn't understand English, or read or write English.

When I had my first job it was in the field, where I did farming. Do you know how much I was making an hour? I was making $2.25 per hour. That job lasted for eight months, but was perfect because I had a good time with all the other people. My boss also liked me because he asked if I wanted more work after I finished my shift. I said yes, I wanted more time and most days worked twelve or thirteen hours a day. He paid me time and a half and double time. Plus, when all the farming was finished
I got a check for $900.00 dollars as a bonus. All was fine and I was surprised.

By Ramon Munguia





WHAT IS LIFE ALL ABOUT?

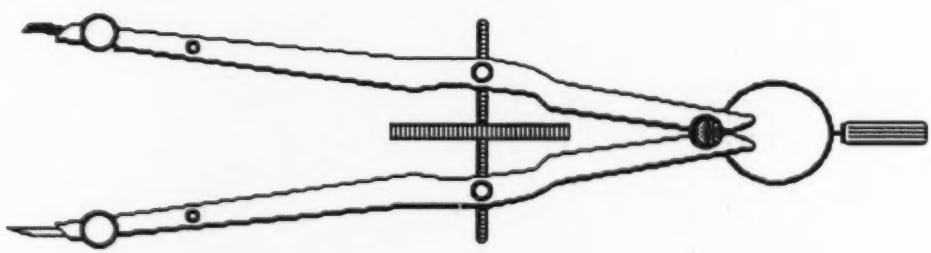
It is important for men and women to have knowledge. To know what life is all about. To learn about the simple things of life and the pain of it all.

What is life? To be born and to die and to live again. What is in between living and dying, and after living? Where shall we begin? How did it all begin? Where did it all begin? What is it all about? Let's go back to the beginning where it began in my life.

As a little child they taught me. They said that this is right and that is wrong. So, I grew up and started school. I began to learn in school and out of school. Right and wrong, they told me, and they said that this is right and that is wrong. But I did not know what was right or wrong. They said that this is right so I believed them. But I did not know, so how shall I know?

I tell you the truth and lie not, learn to read and write. Have an open heart and mind to learn all you can learn. Ask questions, how did it get there? You got to pay. Check the bill.

By Artis Proctor



WHERE I COME FROM

I was born in Oakwood, Texas. My family came to California in 1946. I later joined them here in 1952.

I've never been a birth mother, but I have been a foster mother for many years and owned a child care home. I have a lot of love for kids and understanding of their problems.

Our community has been like one big happy family with lots of love and caring. Throughout the years we have helped with one another's children. We've also given full support to each other through all of life's ups and downs.

Reading and writing are the most important because without them you are helpless. You have to know how to read in order to read labels, your mail, bills, bank statements, newspaper bulletins, and special news reports. Reading is most important to everyone in their life. Reading is a way of becoming more knowledgeable on all subjects. If you can't read it, you can't write it.

I feel so much better about myself since I joined the LEAP program. I enjoy learning. The staff is very supportive of all of us. They make learning a very pleasant experience.
By Dorothy Manning

LEAP Encourages People to Learn

I will recommend anyone to attend the LEAP program if they are illiterate. LEAP encourages people to learn, they also make one aware of the opportunity of a good education. There is no hassle in joining the program. You only have to go in and relate your educational background to them.

The LEAP program also encourages people to think positively about themselves. What I like most about the program is that they think highly about the people in the program. They don't make you feel unable, instead they make you feel as a part of them.

At first, before I joined the LEAP program I was a very unhappy person. I was not able to be independent. I had to ask someone to read for me, and write all my letters. It was an embarrassing situation. Many a time I wanted to read the daily newspapers and was unable to do so. I felt so embarrassed for people to know that I was illiterate.

When I heard about the LEAP program I was very excited. I knew that there was going to be a big difference in my life. So, I enrolled myself in the program. There is where I found happiness.

Thanks, God for LEAP. Now I am writing my own letters, and reading the daily newspapers. I feel more independent. At present I'm still attending LEAP because there is much more room for improvement. I love the program. By Inez Cardinal

SMALL GROUP

LEAP's (Literacy For Every Adult Project) Tuesday small group began in February 1993. We have met every week since then. I look forward to the small group meeting each week.

I learned so much when I visited Bronx Educational Services in April of 1993. I brought back many new ideas to LEAP, and was excited to try everything I had learned from the wonderful Bronx Ed. students and staff.

LEAP students meet one- on- one with tutors, as well as have the option to work in small groups. They can also use our learning center, which is filled with books, computers, videos, audio tapes and more.

The LEAP small group has been a learning experience for everyone, including myself! It has been a pleasure to watch students begin to develop more confidence in their reading and writing skills. For many people in the group the writings in this newsletter were their first. These writings represent a change and a new path in life for all who have participated. We are interested in hearing from the students at the Bronx Educational Services. We would like the LEAP-Bronx Ed newsletter to be ongoing. Please write us soon. Until later.
Kristin Papania (Small GroupTeacher)